THE Debater's MAGAZINE

A Quarterly Journal of Debate and Speech Activities

June, 1946

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DEBATE IN THE COLLEGE OF THE FUTURE—James N. Holm, Kent State College, Ohio.
THE TEN COMMANDMENTS FOR THE DEBATER—E. C. Buehler, University of Kansas.
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EDITORIAL AND NEWS DEPARTMENTS—Information Please, Debate Techniques, Tournament Reports, Book Reviews.

VOL. II No. 2

THE NICHOLS PUBLISHING HOUSE, REDLANDS, CALIFORNIA

VARTISY DEBATE RESEARCHERS
MARQUETTE UNIVERSITY
SCHOOL OF SPEECH
625 NORTH 15th SUREET
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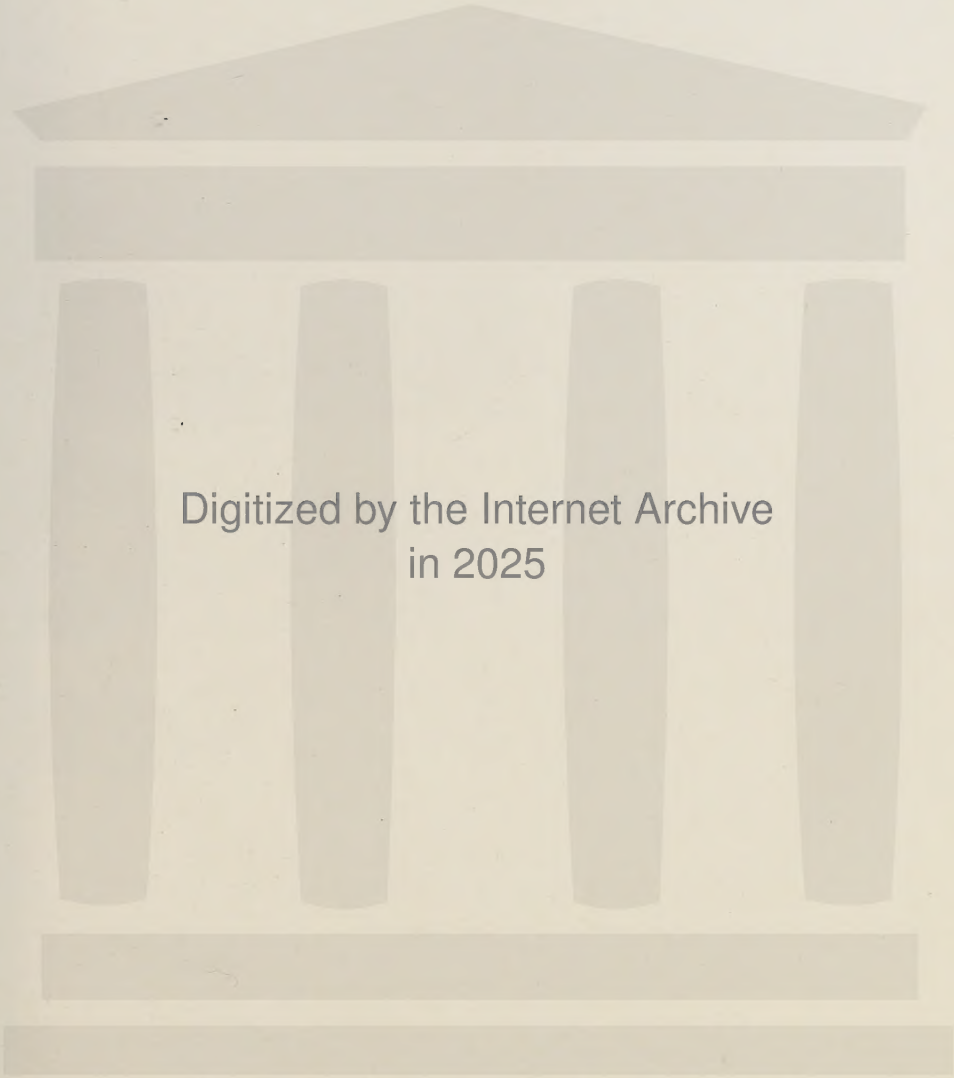
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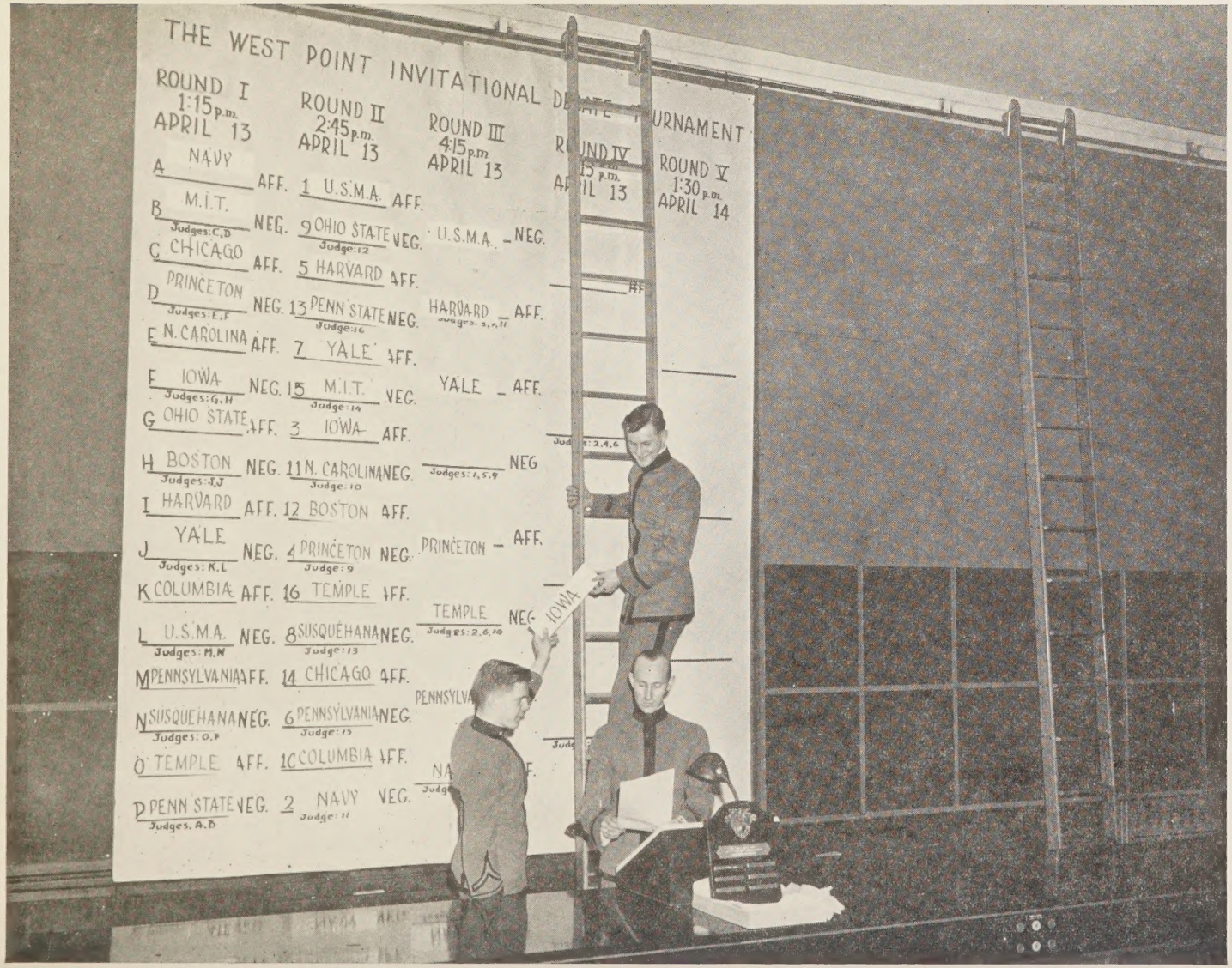

Tournament Chairman William Sharpe of Marked Tree, Arkansas, announces Round III results with assistance from Cadets John Lowry of Casper, Wyoming, and Bill Gorog of Warren, Ohio. West Point Tournament April 19.

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JUNE, 1946

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VOL. II No. 2

Speech in Our Modern World*

By CONGRESSMAN KARL MUNDT

AFTER serving in Congress for seven years, I am impressed more than ever by the important part that effective speaking plays in the affairs of men. Consequently, when PKD's great and good Alfred Westfall asked me to pound out an article for THE FORENSIC, which he has so well edited for so long, I could not resist yielding to the temptation to steal a Sunday afternoon away from other devices for the purpose of once again communicating with the members of the Pi Kappa Delta fraternity to which I am proud to belong.

Casual gallery visitors watching the House and the Senate in action sometimes go away convinced that persuasive public speaking no longer is as important as it used to be in influencing our national destiny or directing the role America is to play in the family of United Nations. I am unable to agree with those cursory commentators.

On numerous occasions in the House of Representatives, I have seen a close issue decided by the compelling speech of a proponent or opponent of an important cause. I have also seen it happen in the Senate. True, party lines and personal convictions determine the votes in advance of the floor debates on the part of many members, but it is equally true that on a great many issues sufficient members are undecided until the day of decision so that a stirring speech, a skillfully presented logical argument, or a burst of sentimental oratory may well influence enough votes to determine the final outcome. This is especially true when either of the two Houses of Congress has its members rather evenly divided between the two major parties.

The straight party vote in Congress with all members following the policies proposed by party leaders

THE HONORABLE KARL MUNDT
Representative in Congress from South Dakota, President of N. F. L. and former Debate Coach at Madison Teachers, South Dakota

is the exception rather than the rule. On almost every vote there are deflections from both the major parties. Frequently, these deflections result from brilliantly presented arguments. Neither the Democratic nor the Republican leaders is disposed to take punitive action against its members for leaving the party position to vote in conformity with their own convictions, or with the desire or needs of their own constituencies.

*Reprinted by permission from The Forensic of Pi Kappa Delta, January, 1946, Page 35.

When these convictions are created or cemented by great speeches, or when the desires and needs of a particular type of constituency are forcefully set forth from the well of the House by an able speaker, it serves to emphasize the importance of effective speaking and to minimize the influence of party lines in Congressional procedures.

Some kibitzers of Congressional activities have carelessly concluded that because so much is decided in the committee rooms of Congress that it follows that effective speaking plays a lesser part in formulating public policy than would otherwise be the case. Quite the contrary is the fact.

Committees usually range in size from 15 to 17 to 25 or more in membership. In the committee room —in executive sessions with both the press and the public barred—bills are "marked up" before being presented to the Floor. It is in this "marking up" process —amending or rewriting the original bills—that able speakers exercise their greatest influence in the legislative branch of our National Government. It is here that the inarticulate member fares the worst and that the able debator, the influential speaker, the persuasive pleader earns his rich reward.

The Senator or Representative who is skilled in logic and debate wins many an important—albeit unsung—victory in the Committee Room. By his insistent and incisive pleading, by his persuasive use of all the great techniques of an able speaker, the Member of Congress who combines loquence with erudition becomes a mighty power in determining the contents of legislation emanating from a committee room of Congress.

To this should be added the fact that in the Committee Hearings—that great American procedure in which John Q. Public gets his opportunity to advise his Government—it is the private citizen, the group representative, or the Departmental Spokesman who *speaks effectively* that actually influence the thinking and the decisions of the Committee Members who hear his testimony. General George C. Marshall and General Dwight H. Eisenhower are two conspicuous examples of military leaders who are also able pleaders before a Congressional Committee. In fact, if this country establishes a Unified Military Command to replace its existent separate War and Navy Departments it may well be that the result will come, in part at least, from the fact that Marshall and Eisenhower are so much more effective speakers than their counterparts in the U. S. Navy!

In the United States more than in any other country, save possibly only Britain, speech plays its most significant role in the conduct of public affairs. It frequently determines which candidates win and which are defeated. It often decides which officials exercise great influence and which serve in less important capacities. It is emphatically an important "tool of the trade" for anybody desiring to have a career in American public life.

Last Fall, I spent 63 days as a member of a special sub-committee of the House Committee on Foreign Affairs studying economic and political conditions in 20 countries of Europe, Africa, and Asia under authority of act of Congress. In all the lands we visited which included dictatorial countries such as Russia, Jugo-Slavia, Germany, and Italy, as well as Democratic countries such as Britin and France and "smi-self governing" regions such as Iraq, Iran, Egypt, Saudia Arabia, Poland and others, I was vastly interested in observing the part that effective speech played in the affairs of men.

In Britain and France speech is vitally important. In dictatorial countries with their State police, their opposition to free speech and free press, and their one party systems of government, neither speech nor freedom has very much significance. Even there, however, it is impressive to note that the *governing heads* of those unhappy lands utilized speech devices and techniques on the platform, behind the microphones, and through loud speaker systems scattered throughout the major cities to sell their political nostrums to people too fettered to vote freely but who, none-the-less must be seduced into submission lest they unite and revolt against their top heavy governments.

In the "semi-self governing" entities, the rights of freemen to exercise their freedom were usually found to be in close harmony with the degree of free speech permitted and exercised within that country. The great cleavage among National Governments, today, is between those permitting freedom of opposition and those policing opposition to freedom. In each case, *free and effective speaking* is the vital factor.

Those countries which oppose freedom of opposition and permit no minority political parties to function, insist that the right to speak on public problems is exclusively the right of the Government. Countries permitting freedom of opposition recognize the right to speak as being inherent in the citizenship of every individual. Thus the speech arts to which PKD dedicates itself, are an integral part of the great ideological conflict prevailing in the world today.

While serving as a college speech teacher, I used to enunciate as my personal defiinition of Education that, "Education is the process of training people to influence human behavior wisely." Over the years, no other device for influencing human behavior has ever equalled or surpassed the art of public speaking. Tyrants like Hitler used this important art or skill to influence human behavior "unwisely." In the larger sense Hitler was a highly uneducated individual. He knew how to influence people, but he did not know the proper destination toward which to lead them.

Speech students in American colleges in 1946 are working with one of the most significant of all ingredients—the skill best constituted to influence the affairs of men. That skill "wisely exercised" can mean much in the preservation of freedom in America and in the projection of American ideals throughout the world. "Unwisely used" it becomes a menace of the first magnitude. A quick glance around the world to-

Turn to Page 102, *Column* 2

Debate in the College of the Future*

James N. Holm
Kent State University

Those of us gathered here this morning have been brought together by a common interest in two things, debating and the future of American higher education. I propose to link these two common interests and to discuss the importance, as I see it, of debating in the evolving scheme of education in American colleges and universities. Specifically, I should like to propose two questions and to outline my answers. They are: (1) What is the colloge of the future?, and (2) How can debate, both curricular and extra-curricular, assist in the newer education?

In answering the first question, what is the college of the future?, I have tried to assay current trends in higher education in order to discover whither we may be going. I have done by best to avoid wishfully thinking about the trends I personally would like to see, and to state as objectively as possible the direction which we actually seem to be taking. My purpose is certainly not to state dogmatically the part that debate *will* play in higher education, but rather to be suggestive and stimulating, hoping to direct our thinking toward the part that debating *may* play.

What then, will be the college of the future? The first of three trends I have been able to discover is that which will place *a greater emphasis on the general education which every citizen in a free society should posses in common with his fellows.* Says James Bryant Conant, President of Harvard University: "The primary concern of American education today is not the development of the appreciation of the 'good life' in young gentlemen born to the people. It is the infusion of the liberal and human tradition into our entire educational system. Our purpose is to cultivate in the largest number of our future citizens an appreciation both of the responsibilities and the benefits which come to them because they are American and free." This current trend is certainly evidenced by the increasing emphasis being placed on the so-called "general education" in both high schools and colleges, a practice which insists that all students, regardless of curriculum or special interests, should study a common curriculum during part of their learning years, a curriculum designed to educate them for their common responsibilities and in their common heritage to the end that there may be an increased bond of understanding and a greater basis of cooperation throughout the land. Many colleges during the present period of curricular examination and revision are doing away with elective courses in the first two years and substituting a fixed course of study for all students. Among other institutions whose new curricula reflects the trend are Harvard, Yale, Princeton, Chicago, and in our own state the College of Wooster.

The second trend which is making itself evident is that which will place *a greater emphasis on the education of the whole person, wherein social, moral, and spiritual growth are not subordinated to intellectual growth alone.* This is a newer "liberal" education which departs from the progressive school of thought in not freeing the student from restraints imposed by "conventional" education, but teaches him to make his own liberty by disciplining and educating him in all phases of behavior. "Teach them the ways in which people grow up," is the way President George A. Bowman of my own university puts it. The trend is aptly stated by President W. H. Cowley of Hamilton College, who says: "A large share of the spiritual and emotional poverty which has characterized American life in recent decades is the direct result of misconceived and destructive educational doctrines . . . . one doctrine has in particular been crippling us: the doctrine of intellectualism . . . . Intellectualism is the concept which asserts that education is concerned only with the intellectual development of students, and that social, physical, emotional, and spiritual should be left to other institutions." In passing I should like to remark that the all-out advocates of purely logical discussion and of general semantics seem to have fallen into this pitfall of over-emphasis on intellectualism. It certainly cannot be denied that we must cultivate the minds and the logical powers of our students. That principle is accepted by all, but carried by some to extremes. We are seeing today a return toward more and better moral and spiritual education, which seeks to build the entire personality of the student, not through his mind alone but through his emotions, his sense of moral values, and improvement in his habitual uncritical behavior. Perhaps it is the advent of the atomic bomb which has forced upon us the realization that there is more to life than the scientific method. At any rate, current education seems to be in agreement with General Douglas MacArthur when he says, "It must be of the spirit if we are to save the flesh."

The third trend which seems to be making itself evident is that which will place *a greater emphasis on the integration of the varied subject matter fields into a significant and meaningful whole.* Specialization loses sight of the needs of growing young people, who have too frequently been caught in the vise of departmental narrowness. Schools now are attempting by many means to make learning more total so that the student will emerge not with an accumulation of compartmentalized facts, but rather with effective perspectives and with the ability to marshal his knowledge in attack upon the problems of living. Special "integrated" courses are being offered, classes are being

*A paper presented at the Debate Section of the National Speech Convention at Columbus, Ohio, December 20, 1945.

taught by several teachers instead of one, while Yale in an experimental curriculum will have its students attend a special philosophy course wherein the instructor, acting like the commentator in "Our Town," will fit the instruction from other classes into the pattern of contemporary living. President Dodds of Princeton, in commenting on successful educational innovations resulting from the war includes "The marshalling of separatist fields of scholarship—language, literature, history, government, economics—under a kind of 'unity of command' to throw light on given areas and peoples. All of this stems from the need to make education more purposive, and to provide the integration *within the student* rather than within the subject matter.

If these are the three major trends which are moulding the evolving shape of higher education, how can debate, both curricular and extra-curricular, assist in that new education? Before attempting to answer that question let me make clear what I mean by "debate." I refer, not to the *forms* of debating as it is commonly carried on, but to the *fundamentals* which make debate a unique style of public address. Good debating, regardless of where it occurs, when it occurs, or how it occurs, of the specific form of the presentation, involves the following: (a) A clash of opposing opinions, creating issues on each side of which are aligned sound evidence and valid reasoning, (b) An enthusiastic presentation of argument, with persuasive intent, using the traditional devices of rhetoric to make forceful the evidence and reasoning, (c) Speakers who can win with humility and lose with grace, because they know (d) That right and truth do not belong exclusively to either side and that the ultimate funcation of debate is to provide for a group decision on a yes-or-no ballot. I am not here referring at all to debating as it is sometimes done, unethically and carelessly, but to real debating, soundly and ethically taught or directed. And for the purposes of this discussion I am not considering debate as learning in logical thinking. I believe it is true that deabters learn to think better through debating, but that as an educational outcome is frequently over-emphasized at the expense of other benefits.

How, then, can this kind of debating assist in the higher education of the future? In the first place *opinion dissenting over the yes-or-no outcome of some proposal for group action is an essential concept in a free society, and education in such concepts is indispensible to any general education.* Any group action taken in our free democratic society is dependent upon the essentials of parlimanetary law and procedure, basic to which is the main motion. From the halls of Congress to the least garden club in the smallest village in the land, all group action must be taken as a result of a motion made, seconded, debated, and voted upon. As a result of the motion the opinions of the members of the group are split into two opposing parts, the pros and the cons. Out of such confrontation and clash of opinions grows debate. Debate, which is the technique of speaking to persuade in the presence of opposition which will reply, is thus inherent in all parliamentary practice, which is, in turn, the cornerstone upon which rests our entire democratic structure. If general education proposes to give to all students the knowledge which they should possess in common, how can it ignore this most indispensible of all learning? Surely no citizen in a free society can function profitably to himself and his fellows unless he is acquainted with and skilled in the arts of presenting and defending or opposing a motion. Thus is debate a vital part of the newer thought in education.

Because of the emphasis on yes-or-no decisions debate is important for another reason, and can assist the education of the future. I firmly believe that in recent years we have deprecated and discarded the idea of black-and-white decision to a dangerous extent. Too many of us have enthusiastically embraced the multi-directional approach, we have trained ourselves and our students in the principle of continuous variation, until we have forgotten that it is necessary to sharply distinguish between black and white, good and evil, right and wrong. When Hitler took power and threatened the world with evil we frantically sought a solution which would allow us to do business as usual and yet salve the conscience which demanded that we stand strongly for the right. We sold the materials of war to the Japs while we prayed for the Chinese, and wriggled ourselves into uncomfortable positions trying to avoid personal embroilment. We have been guilty of too much intellectualism, too great a reliance upon finely wrought reasoning and the straddling of issues while our world tottered in the resultant mental and moral confusion. Said Franklin Roosevelt, reporting to Congress on the Yalta conference, "There can be no middle ground here. We shall have to take the responsibility for world collaboration, or we shall have to bear the responsibility for another world conflict." To hunt too far into the minutiae of our problems simply results in the straddling of many of the major issues. Ultimately we are always confronted as a group by the necessity of a yes-or-no decision. That is the fundamental essence of debating, and because that concept which is fundamental to all debating is likewise fundamental to all our democratic processes, and because we need to recognize the ultimate imperative of black-and-white decisions, debate is essential to any good program of general education.

Debating can assist the education of the future, in the second place, because *it in itself is conducive to desirable personality traits, and can, therefore, contribute to the growth of the individual as a whole.* It can produce desirable emotional and ethical outcomes. Competition is contributive to the effective personality. To struggle, to succeed, to be able to do well, these experiences build self-confidence which begets a positive approach to life. Psychologist Henry C. Link writes, "Competition between people in business, as in every other field of human relationship, is a great stimulant leading to the practice and acquisition of skills and habits of consideration for other people." Competition is an ever-present reality in life, and can

be met in the schools in only one of two ways. We can, in the first place, attempt to avoid it by refusing to participate in competitive endeavors. We in speech can substitute discussion for debate, we can eliminate decision and evaluations, we can go all out for festivals, and we can rationalize our educational philosophy by pointing with alarm to the undesirable practices indulged in by some who compete. Or we can, in the second place meet competition face-to-face within the schools, train our students to succeed in it, to master the arts of competition, to learn to win graciously and to lose humbly, and above all to value the ethical code of the true sportman. The first course will largely develop personalities strong in introversion and a tendency to withdraw into one's shell. The second will cultivate a wholesome personality, largely extrovert, possessing a well-developed sense of regard for other people. Again we find Dr. Link saying, "Among habits contributing most heavily toward introversion, social submissiveness, and dependence . . . (are) . . . losing one's temper, sulking when things don't suit, not being a cheerful loser, brooding over one's mistakes." Con we train our students in these and similar desirable personality traits if we deliberately avoid educational experiences wherein they may be taught? Debating brings a release from introversion, a training for mastery of ethical life competition, and cultivates the vital spark of enthusiasm necessary to abundant living. Justice Oliver Wendell Holmes said, "Eloquence may set fire to reason," and while it is not our purpose to destroy reason, we still need to develop more of the vital spark of eloquence in men and women, and less of the drab and colorless intellectualism which characterizes so much education. Debating can contribute to a better rounded and more amply prepared personality, and thus assist with the coming education which will emphasize the growth of the individual, not intellectually alone, but totally.

The third way in which debate can assist the college of the future is that *by acting as a means of integrating such diverse subjects as language, psychology, economics, political science, and law, it can function where integration counts most—within the individual.* President Dodds of Princeton says, "Training in scholarship is basically training in the collection and appraisal of facts and values . . . But it is more than this . . . Raw disconnected facts are useless knowledge unless one does not know how to use them." It is my contention that in debate all special knowledge and facts and skills are integrated within the student, frequently with the help of many experts. But more than this, the integration is purposive. In debating such a question as compulsory arbitration of labor disputes, special knowledge from law, history, business administration, English, politics, and public speaking is integrated by the student as he marshalls his entire background and skill toward the purpose of influencing a judge or audience. He is the "unity of command" wherein all the separatist fields of knowledge combine to focus on a given problem. And in addition to activity is student-centered. The earner is active, not passive. He is spontaneously motivated to acquire knowledge, to integrate it, to master it, and to express it with enthuastic purpose. Knowledge has been drafted from the pigeon-holes of the ivory tower into active attack upon the problem of living. The student has learned to use his facts, and by so doing has acquired skill which will be used throughout life.

Finally, debate can assist the education of the future since *it deals essentially with the problems of demonratic decision, and thus helps to give students skill in meeting those problems, in addition to creating a keener awareness of their existence and impact.* Where else in education can be found such a comprehensive mastery of the problems of world trade, federal union of the world, compulsory military training, federal control of labor unions, or an international police force than college debaters have secured within the past few years? As a result of the prolonged consideration of these subjects our debaters have acquired an acute awareness of their existence and impact matched by probably no other campus group, presenting conclusion, and meeting opposition on the platform. 'The opposition is indispensible. A good statesman, like any other sensible human being, always learns more from his opponents that from his fervent supporters. For his supporters will push him to diaster unless his opponents show him where the dangers are. So if he is wise he will often pray to be delivered from his friends, because they will ruin him. But, though it hurts he ought also to pray never to be left without opponents; for they will keep him on the path of reason and good sense." These words of Walter Lippmann highlight the importance of debate in guiding the destinies of our nation. In that through debating we teach our students to be aware of opposition, to meet it, and to learn from it, we have aided higher education in its task of preparing an effective citizenry.

I have pointed out the three trends which seem to be affecting the course of higher education, and four ways in which debate can assist in attaining the aims of the college of the future. Debate is no cure-all. It cannot stand alone in the curriculum and pretend to be education . . . None knows that better than we who are interested in debating. But it CAN play a part, and a very significant part, in future education. It is not for us to be apologetic about our work, but rather it is for us to be proud of the job we can do. We have long sensed that important things were happening to our debaters, that they were growing and maturing at a pace and in a direction which would make them outstanding leaders in community and profession. We have long known that debating was significant in this growth and maturity. In defense of all students who will be a part of the education of the future it is important that we analyze and assert the part that we can play in that education. Again I quote President Dodds, "We can rest assured that if we give our students an education and show them how to use it—they will use it."

The Ten Commandments for the Debater

By E. C. Buehler*
University of Kansas

Contest debating is a unique and special kind of academic sport. It is a kind of game, a sort of mental boxing match. A good speaker in everyday life is often a failure on the debate platform. Likewise, good debaters are often average or mediocre public speakers. There are four basic skills which come into play in debate. All of these skills have their setting in the human personality. The skill of argumentation, the skill of rhetoric, the skill in clear, logical thinking, and the skill in effective speaking are all essential in making up the total composite of debate. No complete formula or set of rules can ever be devised adequately to guide the debater, but here are ten commandmnts which contain sound words of advice for improving the general ability in the age-old academic sport called debate.

1. "Consider the substnce of thy speech, for ye will be judged first by what ye say." Argumentative subject matter is the stuff from which a good debate is made. For the debater the thought must be highly concentrated. The debater must give out argumentative vitamins in capsule form since his time is rigidly rationed. A lawyer may have hours or even days in court to set up one single fact for a judge or jury, but the contest debater usually has only ten minutes to establish his case; furthermore, his subject is often so extensive that hundreds of books have been written about it. The first task, then, is to boil down the content and pack the arguments into a short, fixed space of time. This requires work; careful thinking, sound judgment, and painstaking analysis of every segment of thought. Points must be selected; material must be assimilated and organized. Argumentative ideas must be cast into direct, simple, and forceful language. This all takes patience and effort. Remember the story about the man who apologized for writing a long letter because he said he didn't have time to write a short one. Woodrow Wilson once commented on how long it takes to prepare a speech. He said, "If you want me to make a speech five minutes in length, notify me a month in advance. If it is to be a half an hour long, notify me twenty-four hours in advance, but if you want me to talk indefinitely, call me up any time you are ready."

II. "Look ye to the points that are vital and crucial." The good debater is an issue thinker. Every debate hinges on one or two crucial points. No matter what these points are, he must keep his mind on them as an athlete keeps his eye on the ball. He must not only realize what the crucial issues are, but must see them in relation to everything that happens during the course of the debate. The courtroom lawyer knows that his case usually rests upon one pivotal point. The wise lawyer will direct his attack and defense around this point. He will use every bit of strategy and the most pertinent evidence to establish the one crucial issue. He will cut through trivial matters and waive aside all incidental and unrelated points and stick to what is vital. He is an issue thinker.

An issue thinker will be able to adjust himself to every unexpected turn in the debate, but he must never be drawn from the main course.

III. "Be filled with the knowledge of the subject." The well-informed debater always has ready ammunition at hand, while the poorly informed debater is often bluffing with an empty gun. The dividends of knowing the question are many. To know the subject is the best assurance against surprise attack. It is a basic requirement for obeying the first commandment of saying a lot in a short time. To know the question makes one a capable judge of what is false and what is true in the contentions of the opposition. By knowing the question, the good debater wraps the mantle of authority about his own shoulders. The audience is quick to sense his mastery of the subject.

IV. "Give heed to the law of form and order in the organization of the debate." Organization is the essence of force. A well constructed debate case gives the debater a sound base from which he may develop his strategy. Arguments can be marshaled to gain certain objectives. The organization brings the key arguments clearly into the open and avoids general confusion for the listeners.

V. "Be ye filled with a spirit of one who searches for the truth." Debate at best gives truth a rough treatment, but down underneath the heat of argument every debater should strive to cling to that which is true and be quick to detect every device of the opposition which is designed to cloud the real issues of debate. In other words in debate, give truth the best possible chance to come to the surface. This calls for a kind of scientific attitude—an attitude that is impersonal and unemotional, an attitude which condemns the use of sarcasm and irony or bombastic oratory. Such an attitude scorns the intentional use of words that are highly charged with emotion. It insists upon sound evidence, valid authority, and logical thought.

VI. "Be ye not afraid to clash with thy adversary." The good debater is not afraid to lock horns. Of course, this does not mean he should go out of his way "to stick his neck out," but it does mean that he welcomes the opportunity to stand up and "slug it out" with his opponent. Debate is a form of mental boxing. In debate, as in a prize fight, where the contestant constantly dodges and avoids the exchange of blows, the

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exhibition becomes a fiasco. Debaters who build their cases with the idea of avoiding clashes usually succeed in not debating at all. Te result is often a conglomeration of contentions and contradictions. The whole game of debate is based upon give-and-take; and when there is a direct clash, the skill and science of debating come into play. Three times out of five, debaters win or lose their contest on those points where there is direct clash. It is here where debating skill is given its real test. Quick thinking and good comeback arguments are the earmark of good debating.

VII. "Make thy facts and authorities speak with special eloquence." When one cites facts and quotes authorities, he should be sure that these bits of evidence stand out clearly and emphatically above his normal speaking manner. When using an authority, one should give the person being quoted a quick build-up. Don't say: "John Doe says this," but say: "John Doe, Professor of Political Science at Harvard University, author of a widely used text on American government, makes this statement in the Yale Review for May, 1944." Then with voice and bodily expression, the good debater lifts this quotation so that it stands out in a forceful, convincing manner. This will cause the audience and opponents to respect both the debater and the authority quoted. The authorities should be made to stand out and stand up to do battle.

VIII. "Speak ye in the extemporaneous manner." The extemporaneous style of speech should be used. It is flexible. It mirrors one's personality. It is never stale. It is spontaneous. It is the most convincing, and natural style of speech, for it is patterned after the kind of speech we most commonly use in everyday life. It helps to put the edge of realism to one's thought. It is direct; has a conversational base; and it draws from one's mind the kind of language that has ear appeal.

IX. "Make thy attack not upon thy adversary but upon his arguments." There is nothing personal in debate. One is matching wits in a sort of mental boxing match; and when the attack is focused upon personalities, the listener will lose sight of the issues and think of the debaters. The good debater sticks with the subject matter lest the audience gain the impression that the debater is full of quibbling, contradictions, and is nothing but a big fuss. To tackle personal elements instead of arguments is to destroy the real values of the forensic contest.

X. "Behave ye like a gentleman and bear no malice towards thy opponent." The greatest triumph will be scored by creating the impression of being a good sport and a gentleman. The good debater is the first to welcome clean, hard play and the first to condemn foul play. He is courteous to his opponents while they speak. He never gets personal or belligerent nor allows the tone of sarcasm to creep into his voice. He is a good listener and never sneers or snickers at his opponents while they have the floor. He is fair in the way he submits evidence and above all, isn't a time-hog by speaking past his time limit. Win, lose, or draw, he keeps his sense of humor and always is a gentleman.

Democracy Thrives on Debate*

LIONEL CROCKER
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HITLER in 1934 declared that criticism had no place in his type of society. To Hitlers, who claim infallibility, there is no need of opposition. Yet, what might have happen, if there had been a strong vocal opposition, expressed in discussion and debate, in the Reichstag in 1939 when Hitler decided to invade Poland is interesting to contemplate.

In these days of administrative law and the development of bureaus and boards which do not publicly debate and decide, but which investigate and administer, we are apt to forget that opposition is necessary to the democratic process. The decision is more slowly arrived at, but it is surer. All interested parties share in the decision and are responsible for its implementation. Brigadier General John McAuley Palmer, in advocating the setting up of a Citizen Army, depends upon discussion and debate to iron out the difficulties.

> Now, how can these ex-parte views be reconciled and the truth determined? The answer is very simple. It is only necessary to bring the three experts together in an open court, receive their pleadings and join their issues. A competent judicial mind, after a reasonable time for enlightenment and investigation, can weigh these issues and make a sound decision. The essential thing is to require each expert to present his case in the presence of the two others—subject to open rebuttal by either or both of them. This is the recognized method of reconciling conflicting expert views in our courts, and by this method, issues just as complicated and technical as the issues between land, sea and air experts are decided daily.

"Open rebuttal"—here is the key. Every one who speaks must be made to justify, to defend or to deny. There must be a confrontation of opinion.

There can be no free society without an attempt to find the truth through discussion and debate. Office holders must seek votes. In seeking votes, they are tempted to peddle only palatable sides of debatable

*From the May, 1945 Gavel of Delta Sigma Rho.

questions. However, if our democratic society is to survive, the doctors of the political scene must no more lie to the constitutent than the M.D.'s lie to their patients. One way to insure getting the truth is to teach the rank and file of our citizens how to discuss and debate, how to recognize issues, how to weigh alternative solutions, and how to put a decision into effect.

The issues in public questions are difficult to discover. A presidential campaign is an attempt to uncover and debate the issues. Candidates for office in 1944 declared the following to be the issues on which they won or lost: Approval of the conduct of the war; Anti-isolationism; Farmer opposition; PAC and organized labor; Government waste, regimentation, bureaucracy; President Roosevelt's personal popularity; New Deal domestic program; Foreign voters; Press support; Communism; Postwar jobs; Veteran welfare. These issues should have been debated in every school and college in the land. But were they?

We can not blithely assume that the processes of discussion and debates are learned without effort.

Up to now, debate practice has usually been reserved for students with high I.Q.'s. Our high schools and colleges must be organized to get the average student on his feet to question, to defend and to justify. Too much education has been of the pouring-in variety and not enough of the giving-out. The average student has no opinions; and if he has, he cannot express them. How can an American be a good citizen if he can not discuss and debate?

We must turn the dining table into a discussion table. Right now we should be discussing up and down the land the question of a peace time citizen army, the voting of 18 year olds, the nature of a just and durable peace, the question of free enterprise, the matter of jobs for returning soldiers, housing, medical care, etc. Are these questions being discussed in the homes, the churches, the schools, and colleges?

Young peoples' societies in the churches have done a fairly good job through the years in training their young people to take part in their meetings. And the churches must continue to do this so that they will raise defenders of their faith. Protestant opposition to Hitler will glow down through the centuries.

The leaders in the national scene have been debaters and discussants in college. Wendell Willkie debated at Indiana. John Bricker learned how to think and speak on his feet in Big Ten debates for Ohio State; Lowell Thomas taught young lawyers how to debate at Kent College of Law; Dorothy Thompson debated at Syracuse; George W. Norris claimed that his debate experience at Valparaiso was his most valuable experience in college; Senator Wayne Morse taught debate at the University of Minnesota; Congressman Karl Mundt taught debate at South Dakota State Teachers College at Madison; Harry Emerson Fosdick debated at Colgate University.

It is no accident that most of the senators are lawyers. These men know how to discuss and debate. Business men and engineers, doctors and scientists must be taught how to discuss and debate so that they can help run the government so as to save us from government by one group. Evidence that engineering schools are waking up to the possibilities is seen in their moving from a four to five year course in which 20 percent of the courses must be in the liberal arts. Case School of Applied Science and Massachusetts Institute of Technology are emphasizing debate training. The engineer must be trained to be the spokesman of business rather than continue as its hired man.

How obvious is the need for the schols and colleges to teach every boy and girl how to be able to differ without being disagreeable, to be able to defend and attack with the spoken word, to know how to state a point and prove it, to know the difference between evidence and contention. It is not enough to teach the youth to repeat like a parrot the Bill of Rights; they must be able to defend them by word of mouth. Let us train defenders of democracy against all comers.

Is not capital or management at a loss today because it has not developed spokesmen? What college graduate or business man could not hold his own against Norman Thomas, Earl Browder, Sidney Hillman, Henry Wallace? The proponents of free enterprise must develop advocates as potent as the speakers for government planning.

The business world stood in admiration and wonder at Wendell Willkie's performance when grilled by New Deal lawyers. Wendell Willkie was trained to give and take arguments in college debating. Wendell Willkie, like Abraham Lincoln, it might be pointed out, rose to national prominence because he could handle public issues adequately on the platform.

The Baxter report on the curriculum in liberal arts colleges in the post-war world places first among its recommendations the inclusion of courses in the written and spoken word. The importance that the armed services put upon the ability to speak in public on the part of its officer candidates has awakened the academic world to a neglected area. But this skill in discussion and debate must not be reserved for college students. We are told that 70% of American fighting men have had less than a high school education. The process of learning to think and speak on one's feet must begin early in the curriculum.

In ancient Greece, discussion and debate were so important that Aristotle wrote one of his best treatises on forensics. Hitler wrote one of his best chapters in MEIN KAMPF on "The Spoken Word." Hitler knew its value as a weapon of propaganda. In modern America, let us have our rank and file learn how to challenge every would-be dictator from every platform in the country. How empty is a guarantee of free speech if one cannot exercise it intelligently on the platform, in the committee room, on the street corner, in the fraternity house, in the college classroom, and around

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SPECIMEN DEBATE DIVISION

University Women Look at Post-War Responsibilities

A SPECIMEN RADIO GROUP DISCUSSION

Ed. Note—Once again because of various technical difficulties and disappointments the editor is turning to the radio, and, without apology, because this is so good, for substituting it in the place of the regular speciman debate.

This script is taken from the "Pathways to Peace" Sunday night program of WKRC of the University of Cincinnati. It was presented May 27, 1945, with the following participants, all from the University of Cincinnati—Dean Dyer, Mrs. Mosbacker, Miss Dowden, Mrs. Ransohoff, and Kathryn Ressler. We are indebted to Miss Ressler for the contribution, as she was a member of the radio staff and the university publicity personnel.

RESSLER: In a very limited time we want to cover several phases of post-war responsibility for women — point out some of the needs and trends . . . and then, more important . . . outline a program of action, of opportunities . . . you know, we all believe in action . . . not merely talking about the state of affairs . . . even if we *are* women. And we have several experts here to give their points of view.

McKIM: What phase do you represent, Dean Dyer?

DYER: I am especially interested in the way in which the married woman running a home, rearing children, may receive recognition for *that*—and likewise for citizenship. Then, too, opportunities for specialists in the field of home vocation and avocations.

McKIM: Mrs. Mosbacker?

MOSBACKER: My field has to do with employment in industry of women in engineering, business administration, and applied arts . . . and women being trained for these places.

McKIM: Miss Dowden?

DOWDEN: In the speech, radio, theatre arts—and, in a larger sense, the development of the individual trained in the liberal arts.

McKIM: Mrs. Ransohoff?

RANSOHOFF: It's likewise the woman who is in the home—but the one who should get out into the community and political life and make a definite contribution to citizenship.

McKIM: And Miss Ressler?

RESSLER: Certainly a reiteration of the woman's role in politics. But especially interest in the field of communications . . . in getting over to a public through radio and press the need for standards, for liberal thought . . . and stimulation of *ideas*. Through the turmoil of war, and the correspondent searching for a better world, all of our horions have broadened, our understanding tempered to the times . . . we know more about business, industry, the professions, women's place in our national, even international world, assumes thought-provoking importance. What role must women play, Dean Dyer?

DYER: Someone has recently said that women who have no axes to grind—who have learned to detect partisan propaganda, and use reasoned judgment—these are the *citizen soldiers* of the future.

RANSOHOFF: A welcome phrase after so much talk of the returned veteran! Actually, if each home were made a place of real home life, of more gracious living, with comfort for the little woman, too, a better community will result.

DYER: It's generally agreed that women are not all alike; they differ in abilities, temperament, interest just as much as do men. Therefore, if society is going to benefit from the talents of women, it must allow women to follow their interests. It ought to be possible for a woman to have the satisfaction of married life even if her skills are in other fields than in managing a home. On the other hand, women who enjoy the making of a home and the rearing of children ought to have resources to which to turn for recreation—contacts that would stimulate and challenge intellectual capacities.

RANSOHOFF: And a means by which she may take her place as a citizen. A woman ought to be able to be a good wife and a good mother without having to be a household drudge. To take drudgery and hard physical labor out of housework does not minimize the importance of the housekeeper, but rather releases her energies and abilities for other satisfactions.

RESSLER: Exactly. It is her "other abilities and

satisfactions" we need to be concerned with.

MOSBACKER: We should remember some women, through their business experience, have acquired skills that simplify homework—and on the other hand, many women have found that they have special skills, equal to or superior to those of men, and will want to continue in business and industry.

DOWDEN: Well, here's one thing you hear often—working women are a temporary though necesary evil. When the war ends, women will return to their place at home. What will that do to our theories?

MOSBACKER: In the first place, that isn't true. The working woman is here to stay. According to various bureaus, even without the war there would be almost as many women working by 1950 as there are today at the height of wartime production.

RANSOHOFF: Many women may not want to continue working—but will be forced to, in order to earn and to live. And prospects for job security are as important to women as to men. We must consider the status of women in *all* post-war plans. It's important to the war effort now, and it is socially desirable afterward.

RESSLER: The economic status of women is a bristly topic, and when you add the "complication of woman" to it, the question is all the more complex. Let's keep in mind some true and objective perspective on the mass of conflicting viewpoints and interests. For one thing, woman is not a species unto herself, as distinct from men. Women are divided into two groups—from the standpoint of economics—those who work for a living and those who do not work for food and shelter. Our concern here is how both groups can live with satisfaction and yet with social significance.

DYER: Often women engrossed in rearing children or in following a profession feel helpless in attempting to assume responsibilities for anything outside the home. They realize that socially, economically, and politically improvements must be made, but they don't know what to do about it.

RESSLER: It seems to me that women must be willing to accept positions of responsibility, and to train for them. There are four fields that could use women now in policy-making: Education, health, government, and the arts.

RANSHOFF: For instance, women should be especially interested in working for the selection of the right candidates for their school board.

DOWDEN: Yes, for we are turning more and more to the schools, and away from homes, for early direction of children.

RANSOHOFF: That's just it, and you can't get a young woman who has children actually in the school system to run a school board.

MOSBACKER: It seems mighty important—she is the one who should be interested. Why isn't she?

RANSOHOFF: Inertia, perhaps, unwillingness to enter into a poliitcal situation. Of course there are those who *can't* get away because of small children. But those who could, *should*.

DYER: I believe that women have inherently a point of view . . .

RANSOHOFF: Influenced by the men . . .

DYER: Well, yes, maybe, but many people *do* think for themselves! A point of view that makes them fitted for a council or board position. Being on council is essentially a housekeeping job.

RANSOHOFF: I think that we can also consider health and sanitation, city planning, recreation as jobs that women are peculiarly fitted for . . .

DOWDEN: Yes, and backing, or helping to establish projects in the field of the arts, in which they still don't excel as men do.

MOSBACKER: In other words, women must create out of their communities balanced living for all members. You feel, then, that she really wants to do something about injustices and providing the right experiences to gratify basic demands for everyone, but can't get underway?

RESSLER: Perhaps woman needs to search her own heart and mind to see if, as Captain McAfee says, she is really dedicating herself and the rearing of her family to something bigger than itself.

MCKIM: And that implies training for citizenship?

RESSLER: Yes, and further, statesmanship, if intelligent women take it upon themselves to make democracy work here, and to create an enduring peace. By the way, Dr. McKim, we should make it clear that we are in attitude not the hatchet-throwing *feminists*—we don't believe in discriminatory practices for *either* men or women.

MCKIM: Not man-haters then, nor wanting to dispossess them?

RANSOHOFF: By no means—we like them!

RESSLER: Dean Dyer, doesn't Margaret Mead, that very dynamic anthropologist, have something to say on that?

DYER: Dr. Margaret Mead has called attention to the fact that the finest cultures develop when both men and women are allowed to develop and express their abilities. The achievement of one sex inspires and stimulates the other, and so the finest flowering of human beings is found in societies where each sex can make its utmost contribution.

RESSLER: It seems to me that too much play on differences has been made. It's foolish and harmful for the psychologist to harp on them—the superiority of one sex over the other. Of course there are differences, but why not let woman function in their most natural spheres and let the unusual one be permitted to develop aptitudes for the specialized profession if she wants to? But there shouldn't be the implied criticism of those who *don't* want to.

RANSOHOFF: What are some of the difficulties that we encounter?.....that put obstacles in our way? Do you think that women by their very actions get

in one another's way—don't we *have* to be honest and not blink this fact?

MOSBACKER: You mean because women dare not be honest with one another? Rarely you get together a group who are large-spirited enough to look at the woods instead of the trees.

DOWDEN: Or by being *too* aggressive at the wrong time.

RESSLER: Yes, women lose a great deal by maintaining a militantly feministic attitude. It is enough to make anyone, male or female, bristle when he meets it.

DOWDEN: Let's look again at the matter of woman's responsibility in education. I've taught several years, and I'd like to know how you can develop parent interest, Mrs. Ransohoff—you've worked in that field.

RANSOHOFF: I want to repeat that women *should run* for board memberships. Then they have a voice in policy-making.

MOSBACKER: What about parent-teacher groups?

RANSOHOFF: Yes, I had PTA's in mind, too. But those groups are too often led by principals and teachers for the parents to develop leadership on community issues. Haven't we all gone to meetings and spent the evening listening to harangues over giving a new radio to the school, or a bazaar—

DOWDEN: Or listening to reports for two hours?

RESSLER: Until the speaker of the evening gets up and steals quietly away under heat of the argument?

RANSOHOFF: Yes. But of course there are many women who really do devote time to lunchroom problems—but unfortunately they can't do anything about poor teachers.

DYER: That brings us right back to the crux of the whole thing—the necessity for intelligent leadership. And why won't women run for such positions? For one thing, they realize they can't count on women.

RESSLER: Of course men found out a long time ago that it is to their advantage to pit woman against woman—and to undermine their faith in one another. They are too gullible to realize that. What kind of women should we have running these boards, Mrs. Ransohoff?

RANSOHOFF: Young women, definitely, who still *care*.

RESSLER: And you would say the same thing for politics?

RANSOHOFF: Yes, we should have young, alert women in politics. They shouldn't wait until the children are brought up, the career finished, the husband taken care of, to enter that field.

DYER: And women should realize that they must remain intellectually alive from the time they begin to have a home and children—on up to middle age. They can't suddenly pick up the habit of thinking.

RESSLER: Well, we have the large group of women in industry and the professions to consider, Mrs. Mosbacker, the fields of engineering and some of the arts such as architecture have long been a man's world. Is the present fence down for women in technical positions going to stay down?

MOSBACKER: Because of this increased demand for technical trained women, many engineering colleges throughout the country have opened their doors for the first time to women, and women have proved that they are capable of handling engineering work very well.

DYER: What type of jobs are they filling?

MOSBACKER: Such technical positions as drafting and design, stress analysis, map making, laboratory testing—both physical and chemical, experimenting and research. A tabulation of the jobs now held by the girl cooperative students in the engineering course at the university shows that they are doing all kinds of drafting work, engineering data compilation, writing work orders, experimental work and testing, calculating data on physical tests, plant layout work, specification writing and many kinds of laboratory work, in aeronautical, rubber, plastic, machine tool, electrical, cash register, refrigeration and cosmetic industries.

DOWDEN: And all this is to be included in post-war planning?

MOSBACKER: Reports from employers indicate that women have proved their ability to handle engineering problems successfully and that they will continue to —women as technicians and engineers. I believe that an ambitious young woman who excels in mathematics and science may have the assurance now that, with further technical training, a career in engineering will be open to her. The demand for workers in both the business and applied arts fields will increase when the war is over.

RANSOHOFF: Won't there be a large demand when the anticipated building boom gets under way for interior decorators for houses, apartments, clubs, hotels, schools, churches and other public buildings? It's a field in which women should take the lead for a very few fields offer women such wide scope to exercise their planning ability—as well as to modernize their homes.

MCKIM: But it looks as if housekeeping is easy today. Houses are efficient little modern workshops, aren't they?

DYER: Dr. McKim, the fact is that the American home is antiquated and obsolescent. Did you know that half are from 25 to 50 years old? A third of all city housing is so bad that it menaces the health of the tenants. More than half of all the dwellings in the nation lack central heating. Even in the north 40 per cent are without it. Almost half the dwelling lack private bathtubs or showers; a third are without flush toilets; a third have no running water and more than one fifth lack electric lights and equipment.

RESSLER: Love in a cottage minus the comforts of home! We can still use women architects—yes, Mrs. Mosbacker? What's the outlook?

MOSBACKER: The possibilities in post-war architectural planning and building are exceedingly good.

The world of architecture, however, has been a man's world. So far, few women have made any great success in it other than in designing homes, but it is a developing profession, and there should be increasing opportunity for women. In recent years, women have found good opportunities working for city planning commissions. In our own city, for example, some of the girls in the architectural course have as their co-operative jobs work in the planning commission of the City of Cincinnati.

DYER: In our college, we find considerable interest in costume design. In this field, women are on a more equal footing with men than in any other enterprise. Then there are opportunities in the designing of costume accessories such as jewelry, bags, laces, embroidery, etc.

MOSBACKER: The fields of magazine and newspaper costume illustration, of department store styling in apparel and of theatrical and movie costume also offer opportunities for women with talent and good training in costume design. Industrial design, the newest of professional art careers, is an outgrowth of mass production. Thus far, relatively few women have entered the field but there is widespread belief that the profssion has need of more of them. In the post-war world, manufacture of new things made out of new materials will create an unprecedented demand for young women with creative ideas and sound and thorough training in industrial design.

DOWDEN: We've grown to depend on men designing women's clothes. Perhaps we'll end with women designing *men's apparel.*

RESSLE: And don't overlook men's magazines.

DYER: Maybe women could put out an edition of *Esquire* for a month or two.

RENSOHOFF: And lose all the women readers?

RESSLER: You're giving us ideas. Now, briefly, Mrs. Mosbacker, what are some other fields that you, going about visiting plants, in contact with industry, feel will continue open after the war?

MOSBACKER: Insurance is a very secure and lucrative career . . . and there is especially opportunity for educational work with the customer. Employee counselling, in industry and government jobs. Public accounting is not likely to shrink with peacetime.

DYER: What about retailing, and consumer work generally?

MOSBACKER: Tremendous expansion is anticipated there. Two-thirds of customers are women, and two-thirds of employes are women.

MCKIM: And what about transportation? Haven't I observed women brakemen, motormen, taxi drivers?

DOWDEN: Yes, we've all seen the women laborers carrying ties along the tracks.

MOSBACKER: Yes, transportation has offered increased opportunities to women in the war period. In the past the majority of women in transportation were engaged in accounting and in office work. Now, women are found in almost every type of job. One large railroad company states that women are doing exceptionally good work in positions which involve direct dealing with the public, and that woman's best opportunity for the future is in postiions of this character, such as ticket seller, reservation or information clerk. (One of our Business Administration girls was the first woman ticket agent employed by the C & O railroad.)

RESSLER: Recently a business man discussing the 60 million jobs situation said to a district manager of TWA . . . "When the war's over, you'll get rid of all these girls you hire." The manager replied, "No, they're doing a better job than the men are—you ought to see one of those little girls handle one of the big men who comes blustering in wanting a priority.

DOWDEN: In radio, commercial networks are offering to women increasingly responsible positions in production as well as in business and technical departments. Will these places for women be permanent?

MOSBACKER: Oh, yes. It is a fact that women constitute 50 per cent of the radio audience at night and a larger proportion in the daytime, so, as one radio executive points out, who should know better than a woman how other women want to be entertained, educated and sold?

RESSLER: In both FM and television, which will develop rapidly once supplies are released, women should find a place—as writers, technicians, producers, in staging, costuming, make-up . . .

DOWDEN: Yes, in television women have opportunity to use all the theatre arts, and to get in on the ground floor.

RESSLER: And, I'd like to add, they also have the responsibility, apparently, to do some more housecleaning. Women lament the quality of children's programs, the predominance of the blood and thunder type of hero; the soap opera; the repellent advertising . . .

DYER: We should like to see some improvement made in reporting to consumers, especially in accuracy and up-to-date information. There's a good case in point—where we have a tie-up of the Consumers Conference, work for the Radio Council, and the Nutrition Council of Cincinnati, which wants assistance in reaching every home, every school, every agency, business concern to show the importance of good health, adequate diet and proper food preparation.

MOSBACKER: Organizations like these generally welcome newcomers and requests for information. What others should be suggest? The League of Women Voters?

RANSOHOFF: Yes, and woman's City Clubs for civic problems. The Emergency Child Care committee was started as a war measure to provide adequate care for children for working mothers. Many women will undoubtedly be forced to continue working after the war, and communities will want to plan for the protection of these children. The Mothers Training Center association provides discussion groups and consultation services for parents. It has also been a pio-

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ORATORY SECTION

EVAN E. ANDERSON, Editor

PRINCIPLES OF THE COLLEGE ORATION

By E. R. Nichols

What is a College Oration? The college oration is the sonnet of oratory. Of all poetic forms the sonnet is the most strict in the requirements of structure, rhyme and rhythm. It is a popular form because of its brevity, because of its symmetrical lines and beauty of structure, because it contains the essential elements of poetry in spite of its difficult versification. Parallel things are true of the college oration.

Both have definite limitations. The sonnet has fourteen lines. The college oration is limited to 1,200 words or less in some instances. The sonnet has definite parts as the octave and sextet, composed in turn of quatrains and tercels, and each has its particular office in the completed structure. The college oration has a similar construction with definite parts each with its set office to perform. The sonnet has rhythm and rhyme scheme. The college oration has rhythmic style and design. The sonnet has a central idea or theme, the college oration must have one also. The sonnet must have the personal note or lyric appeal. The college oration must have oratorical appeal. The sonnet is one of poetry's most beautiful and artistic forms. The college oration should be a work of art and one of oratory's most select forms. Neither sonnet or oration is easily produced, except by persons of genius, and mother nature has not sprinkled geniuses about profusely. Yet the sonnet is the first poetic form that a student is asked, as a rule, to attempt. The college oration is also the student's introduction to a second field of artistic endeavor.

To express thought poetically in a limited number of lines with a definite number of syllables allowed and a specific rhyme scheme enforced, and to be able to get each word to fall into place accurately and snugly with reference to accent and rhythm, and finally to have the thought worth while and intrinsically poetic—this is writing a sonnet. To get an interesting subject, to have a real big thought about it, to be able to introduce cleverly that subject and thought, to give the exposition and discussion of the thought pro and con wisely and with grasp, in beautiful and expressive language, to enforce the thought in a logical conclusion and make an effective appeal for it that will move hearers—to do all this, within the word limit, in diction that sounds well when spoken and permits each sentence to fall into the scheme smoothly and with the right rhythm and swing—this is writing a college oration. There is a prevailing impression that a college oration is a rhetorical exercise for a prize. Superficially this is true; actually it is often true; but potentially it is not the whole truth. The college oration is a special type of demonstrative oratory. It offers the student an opportunity for genuine and real self-expression, just as the courts offer the lawyer, the pulpits the minister, or Congress the representative, an opportunity for self-expression. The impression that it is merely a rhetorical exercise arises from the fact that the college oration is entered in a prize contest and this is felt to be an artificial occasion, not a real one. For the student to attempt to give a message that has any practical value such as the lawyer, representative, minister, or lecturer might give is seldom thought to be practicable or even possible. The student contestant is supposed to be calling attention to his own prowess rather than to his message in order to win the contest. The idea that what he has to say must be something beautiful, idealistic, unreal, but artistic is, therefore, a natural one. This is not at all the correct idea about the college oration. For, as a matter of fact, the orator who draws atten-

tion to himself has failed largely even if he does win the prize. True oratory consists in giving a message and in making that message so vital that nothing else counts. The college contest should be a test of true oratory, consequently the oration and the speaker should fall into line with the best ideals of oratory. The student who is to write an oration for a contest should strive to make his work thoughtful and worth while as well as beautiful and artistic. He should strive to give his hearers a valuable thought, a new point of view, a new attitude, a new enthusiasm. He should strive to work in the minds of his hearers a change of psychological import with reference to his subject. Those who believe with him should find their views strengthened and those who believe against him should be won over or at least left less sure of their positions. Whether the orator who does this gets a prize or not he has won the worth while thing. The college oration should always be written, then, with the idea in mind that it is a work of value rather than that it is a mere exercise. The student should not let the cynical contempt that some people evince for college oratory worry him or cause him to think less of his opportunity to assert his views.

The student is often worried over the idea that oratory is born of the moment and that a contest is not a proper moment for a burst of that spontaneous oratory for which Patrick Henry and Wendell Phillips are so justly famed. It is equally true that no student will ever find himself able to take advantage of such an opportunity as presented itself to Patrick Henry or Wendell Phillips, who isn't able to manufacture enthusiasm before empty chairs. Man is too much a creature of habit for us to allow this principle to escape us: the faculty that is used remains, that which is neglected and left unused atrophies. The moral is:—Don't be afraid to write an oration that will oblige you to manufacture an occasion and an enthusiasm when you get before a contest audience. The very fact that it is an artificial occasion allows you to do as you please. It is the observation of the author, after several years of experience, that a vital message given with fire and enthusiasm is seldom defeated. The college oration should seek the true ideal of oratory and be the means of gaining action. The college oration then, may dare to go after the hearers' will power with the avowed intention of gaining the mental results that are the action demanded by demonstrative oratory as we have already seen. The truth of the matter is that the college oration which utilizes most faithfully the principles of oratory is the best college oration and has the best opportunity to win. The college oration should be a model oration, should do all the things that are necesary to, or characteristic of, oratory. To sum up then—a college oration is a special type of demonstrative oratory, designed to meet the exigencies of a prize contest, and at the same time to exhibit in brief manner the true principles of oratory in general.

Aim and Purpose of the College Oration—The aim and purpose have practically been stated as we have been trying to define the college oration. The aim of the orator is two-fold: to perform the true functions of oratory in creditable manner and to win the contest. The purpose of the oration is two-fold: to make the proper impression upon the will and to gain the favorable opinion of the judges. This two-fold purpose is, however, really only the counterpart of the actual conditions in life surrounding the orator who is doing practical work. What politician, lawyer, lecturer, statesman, and I was about to say minister, overlooks the reputation he, himself, gains by placing a message skillfully before an audience. Many men are speakers for the prize just as the student is in a contest. True, the message is the thing or should be, but the personal gain is a big thing, even when not consciously sought for its value to the individual. It is a prize. It is capital, and every speaker knows it. The personal gain is a necessary by-product of public speaking, valuable let us say as coal tar, that marvel of by-products. This is right and as it should be. Also it demonstrates how true to type is everything about the college oration. Banish the thought of artificiality. It is as untrue as the idea that college life is nothing but preparation for life; that it is something detached. Untrue! It is actual life. And in oratory, woe to him who has the coal tar ambition. It is better to have a message, even if it is not profound, than to be an insincere artist.

Limitations of a College Oration—The college oration is usually confined to 1,200 words. Occasionally the limit is placed at 1,500 or 1,800 words. Those who have written against space and word limitations know that it is a valuable training. It teaches one to make every word count, to eliminate unnecessary words in order to get the thought all expressed. It puts a premium on brevity, clarity, and simplicity. Because of these things the 1,200 word limitation on the oration is a fine thing. Moreover, it is necesary. There could be no contest without this principle of uniformity and equality of opportunity and conditions. It is necessary also to make room for a number of orators on a contest program.

The word limitation enforces a limitation upon choice of subject. The subject must be one that can be dealt with completely within the limit. The contest itself brings an atmosphere with it which enforces the choice of a certain class of subjects. The student chooses a subject, if he is wise, with a view of gaining easily and holding successfully the attention of the audience and the judges. This means problems of the day, political, governmental, social, economical, religious, and moral; discussions of men and measures, ideas and theories which have been significant in the world's history. Subjects capable of brief general treatment are compelled by the word limitation and the necessity of impressing the audience with the pow-

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Specimen Oration—The Modern Midas

By Raymond Untereiner

Ed. Note—For the sake of instruction, for the sake of contrast with the oration of college students of today, and to accompany the article on the College Oration in this issue, we present a college oration of a generation ago. We shall not ask Professor Untereiner's permission for this stunt, although we may have to run when next we see him coming—but doggone it, we still think this is a good piece of writing—are we just old-fashioned—or is this really an oratorical effort? Anyway we think it illustrates what we have said about college oratory in this issue.

King Midas longed for wealth until he was gifted with the golden touch. Then he was happy indeed, for everything with which he came in contact turned into gold. But his happiness endured but a moment. When he wished to eat, the food turned to gold at his lips. Cold water from the spring was changed to molten metal in his throat. When at last his beautiful daughter, Marygold, came running to embrace him, King Midas realized the cost of the Golden Touch. For at his kiss she, too, was frozen by the spell, and became a golden image in his arms.

America is the Midas of today! We have worshipped at the throne of Mammon until he has given us the Golden Touch. It has made us the richest of nations. It has given us more millionaires than the rest of the world combined. By its magic power it has made America the commercial and financial center of the world, and the wealth of every land is flowing to our coffers. We have revelled in our moment of triumphant happiness, but, like King Midas, we are beginning to pay the price.

America began her national life under the most auspicious circumstances known to history. She began with a body-politic gleaned from the strongest blood of Europe—men who came to this new land, not to seek wealth, but to seek freedom. Our forefathers braved the perils of an unknown world, because they believed that men have the God-given right to think, speak and live according to the dictates of Christian conscience. They laid the foundations of our national life upon the solid rock of Liberty, Equality and Fraternity. With such a foundation, America should stand as the supreme democracy of history, but her birthright of Freedom has been stricken by the Golden Touch of avarice. The principles upon which our fathers built have been forgotten in our mad rush for wealth. The ideals that were ours have been withered by the yellow blight of greed, and America stands today the paradox of the ages—a democracy that has forgotten the rights of her people.

Theoretically, ours is a land of equality, where no man is master and no man slave. We strode through seas of blood to set the negro free, yet in our frantic grappling after wealth we have developed a system of wage slavery that transcends the blackest records of the south. The capitalist rules with an iron hand. The laborer has no control over the conditions under which he must work. It is true that organization, through the paralizing force of the strike, has fought its bloody way to better conditions for a few; but it is just as true that after 50 years of humanitarian agitation, we still have coal mines in Pennsylvania where men must work 12 and 14 hours a day to maintain a miserable and hopeless existance. We still have tenement sweatshops where wretched and hungry women toil late into the night for a pittance that will scarce keep the flickering life in their emaciated bodies. We still have coal bunkers and cotton mills where little children labor long hours in a deadly monotony which dwarfs their bodies, stunts their minds, and taints their very souls. Our industrial system continues to crush, deaden and pauperize its victims, taking from them their strength, their ambition and their hopes, and leaving them an existence devoid of any human satisfaction. We continue the speeding-up process that makes our laborers old men at 30 and living wrecks at 40. With all our attempted social reform and far-famed benevolence, it still seems true that the cheapest thing in America is human flesh and blood. Why do we allow such conditions to exist? Because we are struggling in a delirious frenzy for gold which justifies any means whereby profits may be increased. We have made the acquisition of wealth the chief end of American life, and the weaker industrial classes have been the victims of our brutal greed. They pay the price of America's Golden Touch.

Shutting our eyes to the consequences that must inevitably follow, we have allowed the Miser's Creed to dominate every phase of our national life. In order to supply cheap labor to industry we have allowed millions of unskilled and uneducated foreigners to come to America. We have fed them ruthlessly to our factories, and taught them nothing of American standards or ideals. Half of them have never learned to speak our language. And so the homogeneity and unity of our body-politic has been destroyed. During the war we realized that many of these immigrants were

*Ed. Note.—California winner and third honor oration in the Pi Kappa Delta National Oratorical Contest held at the National Convention at Morningside College, Sioux City, Iowa, 1920, by Raymond E. Untereiner, of the University of Redlands.

disloyal. For the sake of a few handfuls of gold, we have jeopardized our national unity and our national purity. America has become so contaminated by the lust for gold that she is offering to sell her birthright of an undefiled citizenship for a gilded mess of pottage.

Even the American spirit of equality, an absolute essential to collective government, has fallen victim to our Golden Touch. Go into any city of the land and you will find the evidence of inequality and social caste. You will find ease, luxury, and abundance for the rich; hardship, filth and squalor for the poor. The rich are the masters; the poor the slaves. There is no common brotherhood. And it is always the workers, those who produce the wealth, who are penniless. Our Golden Touch has given us a social system in which one man is born to produce nothing and always to enjoy plenty, while his neighbor must toil unceasingly for no compensation save a few crusts to eat and a few rags to wear. It is folly to say that all have an opportunity to rise. The class of laboring producers must always remain. Why, then, does not this government "for the people" seek more earnestly to better their condition?

A few years ago a western society woman, a nonproducer and a parasite, spent fifty-thousand dollars to save the life of a pet dog. Fifty-thousand dollars to save a dog, while thousands of little children were dying for want of medical care! Only a few weeks ago a Los Angeles woman spent forty-thousand dollars for a coat. And the mothers of the poor are suffering from the cold! This is the system which the Touch of Gold has introduced into a land founded upon the principles of Liberty, Fraternity, and Justice. What will America answer to the voice of the poor, "I was hungry and ye gave me no meat. I was naked and ye clothed me not"?

We deplore the growth of crime and immorality in our cities. They have their foundation in the same lust for wealth. The man deprived of an honest chance to live resorts to crime. The woman who cannot sell her labor sells her soul. Like old King Midas, America is coining her very flesh and blood—she is coining the hearts and lives of her people into lifeless gold. And two-thousand years ago a Saviour died on Calvary, that men might have life more abundant!

Absolute equality, we cannot expect. The levelling of all to a common basis, we do not desire. But this much is certain. No democracy can permanently exist which is founded upon any principle other than the Brotherhood of Man and the Fatherhood of God. Either democracy must destroy social caste, or social caste will destroy democracy. Already, in the propaganda of the I. W. W., in the uprising of the Seattle "Reds" and in the Centralia murders, we can see the handwriting on the wall. These are not mere passing incidents. They are evidences of social upheaval. The Communist party, the Union of Russian Workers and the I. W. W. have a membership of over a hundred thousand souls here in America, plotting the overthrow of American institutions. Sedition is growing, and, unless it is checked, it will bring the ultimate overthrow of the American democracy. "A house divided against itself cannot stand". Neither can this nation continue to exist, half democracy and half anarchy. We must either destroy sedition or be destroyed by it. But the song of the Golden Siren has made us senseless to the peril. The rocks of destruction are just ahead, yet we sail blindly on.

Unless America can be freed of her lust for gold and return to the eternal principles of Liberty and Justice, her name will go down in history as the most colossal failure of popular government the world has ever known. Her failure will be the failure of all democracy, for without America, government "by the people" cannot live. Not merely the destiny of one nation, but the whole future of humanity is hanging in the balance. Will America play the twentieth century Judas and betray the holy cause of humanity for 30 pieces of silver? If she chooses that role her name will be stained on the annals of time in dripping letters of blood—"America, the Modern Midas; Worshipper of Mammon; Betrayer of Mankind". There they will remain to be cursed, and America will have paid in full for the gift of the Golden Touch.

One thing saved Midas. His heart had not completely turned to gold. When he saw the horror he had caused he repented, and, upon his knees, begged that the blighting touch be taken from him. His prayer was answered, and when he sprinkled his golden images with water from a magic stream, their yellow coldness passed and the flush and vigour of life returned in all its beauty.

This is the hope of America. Our nation's heart has not been turned to gold. Beneath the gilded images of social form we are still the great, benevolent, God-fearing people that first dared to voice the rights of man against an autocratic world. When we see the destruction we have wrought we will seek to right the wrong.

Our republic must experience a new birth of freedom. We must realize that our national greatness lies not in wealth or dominion, but in the enlightenment and happiness of our people. We must make the prime object of this nation, not to lead the world in the accumulation of material wealth, but to lead the world in education, Christianization, and social betterment. We must not make all of our laws to strengthen the strong, but must protect the weak and place our trust once more in those values which endure—the character and loyalty of our people. There is no miraculous panacea for America's ills. In the eternal laws of the Ten Commandments and in the principles of Christian brotherhood lie our only hope of redemption. We must struggle with our deepest moral courage for a reconsecration to moral laws.

When we have cleansed our hearts of the worship of

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DISCUSSION SECTION

EX-PRIME MINISTER CHURCHILL AT WESTMINSTER COLLEGE

A report for the Committee on Contemporary Public Address, Speech Association of America

By Wayne Thompson

Ed. Note—*May we rise to remark that one of the most valuable things being done on the side in the Speech field is the work of the above-named committee in arousing interest in preserving a record of today's public addresses for the speech research student of tomorrow, in print and in recordings.*

Incidentally may we also congratulate our friend Franc "Bullet" McCleur for the surprise he put over on the academic world on this occasion.—E. R. N.

Speaker: Winston Churchill, former prime minister of England and leader of His Majesty's loyal opposition.

Occasion: Special convocation at Westminster College in Fulton, Missouri, on Tuesday afternoon, March 5, 1946. An audience of 5,000 attended the speech, which was broadcast by all four major American radio networks and was heard in many parts of the world.

Specfic Listening Situation: A number of churches and auditoriums in Fulton had special public address installations to carry the speech and its attendant ceremonies. Still other installations permitted persons to hear in the open air in public gathering places. The writer was a member of a listening group of about two-hundred persons in the First Baptist Church. The church was fairly full. About ninety per cent of those present were forty years of age or older. Men and women were about equally represented, and the listeners appeared to come from the medium income group, which is traditionally conservative in this part of the United States. The public address system worked well, and we could hear every word easily.

Delivery: As we could not see Mr. Churchill, we were influenced solely by his use of his voice. The delivery sounded much like Mr. Churchill's other speeches and much as we expected. At first his English accent was quite noticeable, but we soon ceased attending to it. His voice is deep and at times has an incisive sharp resonance that adds power to his words. Especially in the section of the speech dealing with the British Empire, the voice took on an emotional coloring. Occasionally he seemed to be having difficulty in seeing his manuscript, stumbled over words, and hesitated. A habit of clearing his throat close to the microphone was rather annoying. Nevertheless, the delivery had power and variety. Mr. Churchill used pauses well and employed to advantage a quieter manner of speaking in introducing new main points. For instance, he used a quiet manner with pauses in saying, "Now, while still pursuing the method of realizing our overall strategic concept, I come to the crux of what I have traveled here to say." In this speech, though, the power would appear to lie—at least in the case of the unseeing hearer—in the content and the style rather than in the delivery.

Content: The purpose of the speech was to persuade the listeners that the United States and England should keep their military establishment together in the closest contact with the joint use of bases, the exchange of officers, similarity of training methods and weapons, and close collaboration between the general staffs.

The speech began with remarks related to the occasion and designed to put the seen audience in a good humor. The remarks themselves were good humored and humorous, but brief. The speaker outlined the international situation, praised the UNO, and said that the secrets of the atomic bomb must be kept. He made his proposal for joint military preparation, refuted the objection that an alliance would injure the world organization, pointed out the aggressive tendencies of Russia in considerable detail, stated that an understanding with Russia must be reached this year and that Russia respects force more than anything else, and closed by pointing out the strength of England now and in the future.

The principal source of evidence was reference to world events that are common knowledge. For the most part the speaker relied upon no authority beyond himself. He spoke several times of his observations as a participant in world affairs.

One persuasive device was that of letting the listeners draw their own conclusions. The detailed description of the Russian menace and of the British strength were strong points in support of the central idea, but Mr. Churchill never stated this relationship. He left the drawing of the conclusion to the audience; thus in a sense, making the argument psychologically persuasive rather than logically so in obvious way.

He made some effort to employ the "this or nothing" technique. He spoke of the horrors of another war as if that were the alternative to the acceptance of his plan. Such an approach, though logically questionable, had persuasive power.

Style and Rhetorical Device: As is true of so many of Mr. Churchill's speeches, the strength lies largely in the expression of the ideas, even though here the ideas by their clarity, sweeping scope, and thought-

provoking nature tended to dominate the speaking situation. The speech was notable for its superb choice of adjectives to describe situations and to present ideas with striking clarity, vigor, and precision. Many ideas were lifted from the commonplace to a point of real strength by their manner of expression.

Viewed from the larger rhetorical considerations, the speech possessed unity and had a clear and carefully planned psychological organization that was also logically acceptable. Emphasis was given the central idea by the statement, "I come to the crux of what I have traveled here to say" and "Ladies and gentlemen, this is no time for generalities and I will venture to be precise." The style was clear and direct, but less lively than that of many Churchill's other speeches.

The speaker used noticeable rhetorical devices rather sparingly. He used only one figure of any length, and in only one place used a series of rhetorical questions. The sentence fell into phrases of moderate length and easy comprehensibility. In one or two places Churchill made each word a phrase and gave emphasis to each word. The most noteworthy figure is in the sentence, "From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent." This figure was repeated later. Other figures such as "the gleaming wings of science" and "A shadow has fallen" were brief and added power without calling much attention to themselves. (An analysis of the text of the speech will reveal many such figures.) The fact that even trained scholars noticed few rhetorical devices as they listened is, perhaps, the highest possible testimonial that can be written concerning the style of a public address.

ETHOS: In most of the Churchill speeches this factor appears to be of great importance, and with this particular listening audience, special factors of ethical strength were operating.

The probability is that most of the listeners in my group had watched the parade three hours earlier in which Churchill and President Truman rode in an open car through Fulton, Missouri, and received the applause of the crowd. Whatever their previous political opinions may have been, most of the persons present were there to pay honor to a great man. Churchill buttons, Churchill banners, and even Churchill sundaes had predisposed everyone in Fulton to respond favorably to the speech. Churchill had honored the city and the surrounding territory, and the listeners had a certain affection for him as a consequence.

Another ethical factor was the reputation of the man, commonly acclaimed as one of the great men of all ages. Although some midwesterners have a certain suspicion of all Englishmen and a specific suspicion that Churchill in some mysterious manner was going to secure the four billion dollar loan for his native country, this suspicion was outweighed by a feeling of admiration and respect.

The spirited applause of the Westminster College audience, which our listening group somewhat feebly emulated in an effort to get the feeling that they were in the auditorium and not many blocks away, also increased the ethical power of the man, as did certain of the preliminary speeches and the singing of "God Save the King."

Churchill did much in the speech itself to increase his ethical power. He began in a humorous and good humored fashion and expressed a gracious acknowledgment of the opportunity to speak. He tried to identify himself with the audience by pointing out how familiar the name "Washington" was to him. He spoke of his long experience in public affairs and of his qualifications to speak upon the topic, but at the same time appeared sincerely humble. This particular portion of the speech would deserve especially careful analysis for determining just how these two impressions, incompatible in the hands of an ordinary speaker, were simultaneously made. In the body of the speech Churchill presented generally accepted ideas except when it was necessary to do otherwise. He expressed the hope that most persons have that the UNO will bring lasting peace, he stated that the secrets of the atomic bomb should be guarded (probably a popular statement with the average listener, even though much debated among the more thoughtful Americans), and he closed with a strong statement of the desire for peace. Even the detailed statement of mistrust of Russia was probably one in which he made articulate the thought and the fears of many listeners.

Such qualities as underlying strength of character, careful thought, and firm convictions increased the ethos of the speaker. He speaks as a leader, with clear mind and resolute purpose, with every word and every inflection expressing that confidence which invites others to follow. Added to this strength was restraint, and added to restraint was freedom from petty fault-finding and generosity toward others. Of Stalin and Russia, he spoke words of friendship. ("I have a strong admiration and regard for the valiant Russian people and my wartime comrade, Marshal Stalin." Again, "I do not believe that Soviet Russia desires war.") Perhaps it is noteworthy that the names of Stalin and other Russian leaders did not appear in the part of the speech expressing fear and mistrust of Russia. As strong and straightforward as the statements concerning Russia were, they seemed fair and carefully grounded in fact.

AUDIENCE ADAPTATION: As previously mentioned, Churchill adapted his opening remarks carefully to his Fulton, Missouri, and Westminster College listeners. He spoke respectfully of President Truman and mentioned the power and the responsibilities of the United States.

CONCLUSIONS: Although many Americans criticized the central idea of the speech sharply, the listeners in Fulton attended to it carefully and perhaps favorably. Certain local factors very powerfully predisposed them to respond favorably to the speaker, and the speaker did much to increase his ethical power. The style of the speech was strong and clear, and the ideas were striking and well organized. The delivery had variety

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RADIO SECTION

WHAT ABOUT TELEVISION? II

By Paul B. Bowrey

The attention of the viewer must be held by making use of action. The greater the amount of action picked up by the television camera, the easier it is for the viewer to give his full attention to the picture on the television screen. Football games, boxing matches and other sports events provide an abundance of action and are excellent television material. A broadcast of a concert, on the other hand, gives little opportunity for action, and concert broadcasts are forced to depend principally on "dressing" to make them good material for television.

In every television program, some feeling of action and movement is provided by making frequent changes in camera angles—switching from one camera to another, so that long shots give way to closeups, and full-stage views to shots from various side angles. Everyone is acquainted with the use of this device in motion pictures; it provides a sort of change of scene and a constant shifting of emphasis that will aid the television program no less than a motion picture in dealing with the problem of attention.

Probably the attention factor will have its effect on the length of the television program unit. In radio, the basic unit is 15 minutes; radio programs are usually 15 or 30 minutes in length. Since television makes much greater demands on the attention of the viewer, television may find a shorter program unit desirable. Probably an eight-minute talk on television would be more effective than would the same material spread out over a 15-minute period; and some of television's program authorities have discussed the possibility of a basic 20-minute period for elaborate evening programs, corresponding with the 30-minute length which has become conventional on radio.

One phase of the attention problem will certainly have an influence on the development of television programs. Television viewing is not likely to be possible in the home without frequent interruptions. The telephone will ring, or the baby will cry, or a neighbor will come to the door—and in each instance, the viewer of the program must leave the television screen. Or again, the housewife has her ordinary household tasks to perform, and some of her work may have to be done while a television program is on the air. If television is to meet the competition of common home distractions, then many of television's programs, and particularly those offered in the daytime, must provide elements of interest for the viewer who cannot give uninterrupted attention to the television screen. In other words, the audible element in the program must be good enough to hold interest in itself, even if the viewer does not give continuous attention to the image on the television screen. For the next few years at least, radio programs adapted to television seem to offer the best solution to the problem of interruptions in the home. In any event, the successful television program must be able to carry the interest of the viewer in the home, even though the viewer is forced to leave the television screen for three or four minutes or even longer, during the broadcasting of the program.

When Will We Have Television Networks?

Networks are highly important to the success of television. As has been stated in an earlier section, networks are necessary not only to make available the important special events which take place in every section of the country, but also to provide the elaborate and expensive studio program features which the television audience demands.

Regional networks are already in operation; for the past five years, programs originating on television stations in New York have been successfully relayed to Philadelphia and Schenectady and rebroadcast by stations in those cities. Networks on a much larger scale will undoubtedly be developed within the next two years. The American Telephone and Telegraph Company has announced that by the spring of 1945, it will have installed a system of special coaxial cables which will connect Washington, Philadelphia, New York and Boston, in the East, with Chicago and major mid-western cities. These coaxial cables will carry television signals and will be available for lease by television network companies. Other companies are planning the erection of a series of relay transmitters, spotted at intervals of from 30 to 35 miles, by which the principal Eastern and mid-Western cities will be linked together for television network service. By 1949 or 1950, it is expected that a combination of coaxial cables and relay stations will bring television network service to the principal cities in the South, in the Mountain areas, and on the Pacific Coast.

How Will American Television Be Financed?

Television, like American radio, will be commercial. In other words television stations will depend for their operating income on the sale of time to advertisers. Of course, until enough television receiving sets have been sold to justify the use of television programs by advertisers, the costs of running television stations and providing program schedules will have to be paid in large measure by the owners of the television stations. Some individual or some company in each community must start the ball rolling by building a station and putting a schedule of television programs on the air; then the public will be willing to buy television receiving sets. For many months, possibly a number of

years, every television station will operate at a loss. But ultimately, when enough homes are equipped with receiving sets, the advertiser will find it profitable to use television to sell his product to the people in those homes.

Commercial television means, of course, that sponsored television programs will carry "commercial messages" advertising the sponsor's product. Television commercials will use both visual and auditory elements, like other portions of the television program. On the basis of the experiments made in the past two or three years, it is to be expected that the interest level of the commercial announcements will be just as high as the level of the program proper. Indeed, television has much to offer the commercial sponsor. Television will make it possible for us—the audience—to see the product which is advertised, not simply to hear someone talk about it. It will also be possible for us to see just how the product is used, and how it works—not merely to see it pictured in a newspaper. We'll see the newest styles in hats or the latest designs in fur coats displayed on living models. We'll watch actual demonstrations of improved kitchen appliances or electric razors or automobiles. We'll follow the process of making an automobile tire, or test the richness of lather of our favorite laundry soap. Commercial announcements on television will let us see things happen, and give us a practical demonstration of the product to be sold. In fact, some authorities on television assure us that the average housewife will be more interested in the commercials than in the entertainment sections of the television program.

What About the Educational Possibilities of Television?

Both educational leaders and authorities on television agree that the educational possibilities of television are tremendous. Television images can be projected on large screens in the classroom or the school auditorium and in effect bring the entire world into the school. Not merely through the agency of sound, as with radio —not the description of events seen through the eyes of an announcer; and not merely a record of events of the past, as with motion pictures. But a visible and audible record of the important things that are happening today, seen and heard at the very time they are happening. Students can see the signing of a peace treaty as the event takes place; they can visit the factory or the farm; they can watch the progress of experiments as they are actually carried on in the research laboratory; they can see before them in the schoolroom the wealth of cultural resources of every art gallery or museum in the nation; they can see and hear the performances of the world's leading artists, musicians, and actors.

The potential of television in education is almost unlimited. Just how extensive may be the actual use of television in our schools is something that only the future can tell. Television equipment will naturally cost somewhat more than receiving equipment for radio, and thus far our schools have been disappointingly slow to take advantage of the educational possibilities of radio. However, it is hoped that under the stimulus of the development of a new medium, schools will recognize the educational possibilities of television, and that in time, a large proportion of both high schools and elementary schools may be equipped with suitable television receivers.

But whatever may be the use of television in connection with formal instruction given in the classroom, television will perform an important function in educating and broadening the mental horizons of the public at large. For purely economic reasons if for no other, much of the daytime television schedule will probably be devoted to informative talks on subjects ranging all the way from homemaking to landscape gardening aid, from the care and training of small children to the customs of people of other countries. A considerable use will also be made of short films, with travelogues and other educational films included. And the fact that television's most interesting and probably most popular programs will be broadcasts of special events will itself tend to make the television viewer more deeply aware and better informed than ever before with respect to the important events that happen all over the world. Television will have a tremendous effect on the general educational levels of our adult population throughout the country.

All in all, television is a revolutionary new medium of communication that promises to have the same far-reaching effects on our civilization as the newspaper, the radio, or the motion picture. Right now, it is a tested and practical means of mass communication; from the standpoint of engineering, television is "here" today, a practical reality. Naturally technical improvements will be made as television develops just as technical improvements will be made in methods of radio broadcasting from time to time. But even now, television is developed from the engineering standpoint to at least the point which radio had reached by 1930—and in 1930, radio broadcasting had been in general use for a period of ten years. All that remains to make television the powerful national institution it is destined to become, is the building of television transmitters in cities throughout the country; and as this is written, in November, 1945, applications have been filed with the government for licenses to build television stations in almost 30 different cities.

Within a year or two, television programs will be received every day in a million American homes. A million different families will have the opportunity to follow the development and growth of television almost from its beginning, as a national agency of information and entertainment. And if the experience of radio can be taken as a guide, it will be only a matter of a few years until the number of television homes has increased to five million, ten million, and ultimately, twenty or thirty million. Television promises to be one of the most important agencies in American national life.

RADIO IN A DEMOCRACY*

EDWARD R. MURROW

I have been listening to the radio. Some of what I hear I don't like. Maybe you feel the same way. But there is something altogether unique about this American system of broadcasting. There is nothing quite like it anywhere else in the world. I believe that what comes out of the loudspeaker is the most honest and accurate reflection of what goes on in a nation. Radio reflects the social, economic and cultural climate in which it lives and grows. Compare American broadcasting with that of any other country and you end up with a comparison to this country and that other country.

Our system is fast, experimental, technically slick; it is highly competitive and commercial; often it is loud; occasionally vulgar; generally optimistic; and not always right. But the man who is wrong has his chance to be heard. There is much controversy and debate and some special pleading, but frequently the phonies are found out. There is no conspiracy to keep the listener in ignorance, and government does not guide the listening or the thinking of the people. There is much talk, and you may think that it only contributes to confusion.

The presence of a microphone does not guarantee objectivity, often it endangers humility. A loud voice which reaches from coast to coast is not necessarily uttering truths more profound than those that may be heard in the classroom, bar or country store. But there they are. You can listen or leave them alone. By turning the dial you can be entertained, informed or irritated.

During the last nine years I saw something of what radio can do when it is used to tell the people what to think, when it is used to dull the critical faculties, when the right to listen is denied. If you doubt that radio is a powerful medium, you should see how it can warp men's minds when it becomes an instrument of national policy. I do not believe that American radio is perfect, but I am persuaded that the listener in this country is better served than is the listener in any other country with which I am familiar.

I believe that radio in a democracy must be more than an industry, more than a medium of entertainment, more than a source of revenue for those who own the facilities.

Radio, to serve and survive, must hold a mirror behind the nation and the world. If the reflection shows radical intolerance, economic inequality, bigotry, unemployment or anything else—let the people see it, or rather hear it. The mirror must have no curves and must be held with a steady hand.

*From "Talks"—Columbia Broadcasting Co., by permission.

SPEECH CONTEST SECTION

Ed. Note—Last issue we published a summary of the winners of events in the National Pi Kappa Delta tournaments. The March issue of The Rostrum of the National Forensic League carried a similar compilation of winners of the NFL National contests, and the comparative participation standings of the chapters. We are reprinting this report to make the record available to our subscribers.

NATIONAL TOURNAMENT PARTICIPATION

The number of rounds in which students representing the designated chapters have participated in all past National Speech Tournaments is shown in the following table:

Trophy Winners

These chapters have won the National Award in previous years and the trophy points indicated for them in the general list are accumulations toward a second national trophy.

Topeka, Kan. 1936
DuQuoin, Ill. 1937
Classen H. S., Okla. 1938
Granite City, Ill. 1939
Wooster, Ohio 1940
Dickson, Tenn. 1941

ARKANSAS—3 Jonesboro, 4 Pine Bluff.

CALIFORNIA—40 Bakersfield, 100 Beverly Hills, 9 El Centro, 40 Grossmont, 75 Hollywood, 22 Huntington Park, 54 Los Angeles H. S., 11 Modesto, 10 Ripon, 71 San Bernardino, 7 San Francisco Sacred Heart, 44 Santa Monica.

COLORADO—62 Denver-Catheral, 14 Fort Collins, 36 Longmont, 45 Pueblo-Centennial.

FLORIDA—2 Miami-Senior.

IDAHO—12 Burley, 19 Lewiston, 32 Nampa.

ILLINOIS—61 Aurora-West, 8 Calumet City, 69 Cicero, 163 DuQuoin, 60 Dwight, 130 Elgin, 112 Freeport, 16 Granite City, 3 Harvey, 12 Hinsdale, 182 Lincoln, 44 Mendota, 13 Monmouth, 10 Olney, 30 Pekin, 3 Pinckneyville, 8 Sandwich, 3 New Trier.

INDIANA—33 Columbia City, 28 Ft. Wayne-Central, 4 Ft. Wayne-Elmhurst, 60 Ft. Wayne-North, 89 Hammond, 10 Hammond-Clark, 35 New Albany, 40 LaPorte, 18 North Judson, 6 Peru, 63 Terre Haute-Wiley.

IOWA—48 Burlington, 148 Davenport, 5 Elkader,

30 Fairfield, 29 Muscatine, 19 Oscaloosa, 7 Ottumwa, 21 Perry, 103 Sioux City-East.

Kansas—36 Hutchinson, 35 Kansas City-Wyandotte, 164 Topeka, 29 Wichita-East.

Kentucky—4 Covington, 72 Lexington, 14 Middlesboro, 42 Mt. Sterling, 8 Paducah, 13 Paris.

Lousiana—62—Shreveport-Byrd.

Maine—10 Auburn, 3 Lewiston, 15 Portland.

Massachusetts—14 Charlton, 18 Groton, 20 Lowell, 10 Northampton, 13 Shrewsbury, 3 South Hadley, 25 Williamsburg.

Michigan—21 River Rouge.

Minnesota—19Aitkin, 6 Buhl, 63 Chisholm, 21 Coleraine, 3 Duluth, 11 Eveleth, 11 Mankato, 90 Minneapolis-Roosevelt, 6 Moorhead, 13 New Ulm, 6 Red Wing, 21 Stillwater, 63 Virginia.

Missouri—41 Greenwood, 41 Brentwood, 74 Carrollton, 23 Fayette, 73 Independence, 28 Jennings, 70 Joplin, 24 Lexington, 75 Maplewood, 35 Marshall, 12 Kansas City-Rockhurst, 3 Sedalia, 72 Springfield, 79 Webster Groves.

Montana—16 Great Falls, 4 Missoula.

Nebraska—14 Holdrege, 62 Omaha-Benson, 99 Omaha-Central, 2 Omaha-Creighton, 85 Omaha-North, 67 Omaha-Technical, 3 Wayne-Prep.

New Hampshire—16 Laconia.

New Jersey—20 Passaic, 2 St. Benedict's Prep.

New York—9 Arlington, 7 Freeport, 15 Hornell, 11 Jeffersonville, 8 Malverne, 15 Ossining, 7 Peekskill, 55 Poughkeepsie, 16 Syracuse-Central.

North Carolina—69 Asheville.

Ohio—3 Bath, 35 Bluffton, 137 Canton-McKinley, 33 Columbus-North, 57 Dayton-Oakwood, 20 East Cleveland, 34 East Palestine, 13 Euclid-Shore, 18 Fremont, 10 Lima-Central, 20 Lima-South, 6 Marietta, 52 Marysville, 156 Massillon, 11 Newark, 30 Niles, 50 Ravenna, 29 Shelby, 20 Troy, 29 Wadsworth, 22 Wooster, 61 Youngstown-Chaney, 8 Youngstown-Rayen, 3 Youngstown-South.

Oklahoma—43 Bristow, 103 Enid, 181 Oklahoma City-Central, 161 Oklahoma City-Classen, 31 Seminole, 28 Shawnee, 54 Sulphur.

Pennslyvania—30 Ambridge, 22 Bentleyville, 51 Brownsville, 45 California, 6 Catasauqua, 35 Centerville, 97 Charleroi, 8 Derry Township, 16 East Pike Run, 3 Lewiston, 20 Lock Haven, 14 McKeesport, 81 Monessen, 9 Munhall, 19 St. Vincent, 3 State College, 40 Waynesburg, 13 West Newton, 7 West View.

South Dakota—3 Gregory, 24 Huron, 19 Lead, 38 Madison, 13 Mitchell, 113 Sioux Falls, 8 Vermillion, 5 Wagner, 85 Watertown, 3 Winner, 10 Yankton.

Tennessee—18 Baxter, 29 Clarksville, 13 Cookeville, 13 Erwin, 14 Johnson City, 13 Marysville, 70 Memphis-Mesick, 88 Memphis-Technical, 4 Nashville-Central, 24 Nashville-Litton, 37 Paris, 3 Springfield.

Texas—28 Abilene, 10 North Dallas, 3 Dallas-Sunset.

Utah—3 Logan.

West Virginia—60 Bluefield, 3 Princeton.

Wisconson—22 Chippewa Falls, 52 Eau Claire, 187 Kenosha, 39 Mayville, 21 St. John's Cathedral, 34 Milwaukee-Washington, 9 New Richmond, 37 Oconomowoc, 13 Port Washington, 49 Shawano, 105 Sheboygan-Central, 28 Two Rivers, 32 Waukesha, 22 West Allis, 25 West Bend.

Wyoming—49 Casper, 54 Cheyenne, 9 Gillette, 25 Green River.

NATIONAL TOURNAMENT WINNERS

Debate

1931 Miami, Okla., Mrs. W. S. O'Bannon, coach
1932 North High, Omaha, Neb., Nona Robinson, coach
1933 Altus, Okla., Mrs. Clifford Peterson, coach
1934 Central High, Oklahoma City, Harold Netherton, coach
1935 Sioux Falls, S. D., Mary E. Perkins, coach
1936 DuQuoin, Ill., R. P. Hibbs, coach
1937 Classen High, Oklahoma City, C. E. Grady, coach
1938 Elgin, Ill., R. S. Cartwright, coach
1939 Classen High, Oklahoma City, C. E. Grady, coach
1940 Bristow, Okla., Joe C. Jackson, coach
1941 Classen High, Oklahoma City, C. E. Grady, coach

Original Oratory

1931 Howard Wilson, Granite City, Ill.
1932 Harold Livingston, Kingman High, Peoria, Ill.
1933 Gene Davis, Morton High, Cicero, Ill.
1934 Harvey Schauffler, Glassport, Pa.
1935 Eleanor Kincaid, Joplin, Mo.
1936 David Cook, Central High, Oklahoma City, Okla.
1937 Toward Grossman, West High, Minneapolis, Minn.
1938 Robert Hine, Beverly Hills, Calif.
1939 John McCullock, Wooster, Ohio
1940 Kathleen Lawver, Freeport, Ill.
1941 John Forester, DuQuoin, Ill.

Extemporaneous Speaking

1931 Edward Manthei, West Bend, Wis.
1932 Parnell Mahoney, East High, Sioux City, Iowa
1933 Robert Dunham, Cioux Falls, S. D.
1934 Newton Marguiles, Rapid City, S. D.
1935 David Goldberg, Bakersfield, Calif.
1936 Dick Breen, Classen High, Oklahoma City, Okla.
1937 Dwight Croessmann, DuQuoin, Ill.
1938 Reba June Long, Okla. City-Classen, Okla.
1939 Seymour Vincour, Huntington Park, Calif.
1940 George Grover, Glendale, Calif.
1941 Melvin Milligan, Massillon, Ohio
1945 Robert Henderson, Ravenna, Ohio

Oratorical Declamation

1931 Howard Wilson, Granite City, Ill.

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College Handbook Division

Edited by EGBERT RAY NICHOLS

THE NATIONAL DEBATE PROPOSITION

The National Debate Proposition for 1946-47 and the Western Association Debate Question now being chosen. See September number for statements.

CHOOSING THE DEBATE QUESTION

Elsewhere in this issue we give a report of the Western Association of Speech meeting at Hotel Roosevelt, Hollywood, Calif. Hówever, one of the significant things accomplished at this meeting as far a debate, speech contests and tournaments are concerned was the decision to go back on the pre-war schedule and hold a tournament and speech convention combined at San Francisco next Thanksgiving week.

A committee was appointed to take charge of the selection of a debate question for this early convention as there has been much dissatisfaction in the past with the national question because it is not announced early enough for the debaters to get an adequate preparation. There has been much complaint over being too hurried so it was decided to choose a special question and make use of the national question in later tournaments. Several coaches have been trying to get two questions instead of one for a long time, arguing that one a semester is much better than the present system. This coming season the new idea will get a chance to function.

In addition to the college tournament usually held at the time of the Western Speech conventtion, this next fall it is proposed to hold a high school tournament also. It was felt that a larger group of high school teachers would be able to attend the Western if there was a high school tournament. The system has worked so well for the colleges and junior colleges that it was decided to expand it to include the high schools. The high schools will use the regularly chosen national subject, but the colleegs will have the subject chosen by the survey now under way at the time this report is written.

The subjects that were sent out for a vote of the colleges and junior colleges of the west coast follow:

1. Resolved, that the federal government should adopt a permanent system of price control.
2. Resolved, that the federal government should adopt a unified system of national defense.
3. Resolved, that the federal government should revise its labor legislation in order to complete its control over all factors involved in industrial disputes.
4. Resolved, that the federal government should adopt a uniform program of social security for all citizens.

In the voting a first choice is ranked five points, a second choice receives three points, third choice two points, and fourth choice one point. The proposition receiving the largest number of points wins.

The committee appointed to make the question survey was: E. R. Nichols of Redlands, Herbert Rahe, of Willamette, and Wesley Lewis of U. C. L. A.

The Western Speech convention chose Prof. R. D. Mahaffey of Linfield college, Ore., as the chairman or coordinator of its contest activities.

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The secretaries of the various organizations are now collecting the annual crop of suggested debate subjects to refer to the national committee on the dedate subject. The committee will present its report for the annual vote next September, after which the result will be announced.

CONTINUING PRICE CONTROL

There is a good debate in the price control subject as it involves a theory or attitude toward government. Experience with war prices and inflation bred by scarcity under wartime conditions, the United States adopted price regulation by the OPA. Our country will submit to almost any privation and inconvenience in wartime, but after the war is over, the demand for normal times and conditions soon becomes a loud squawk. The public has not been pleased over the time it is taking for reconversion and the arrival of products long missing from the market or so scarce

as to be practicably unobtainable. Because these products are seriously needed, the public is asking why they cannot be produced. For some time we were satisfied with the assurance that after the New Year things will begin the arrive. But it is a long time after New Year's and things have not arrived. Why? In answering this question we have come across the trail of OPA. It seems that private business is not interested in producing things at a loss. The OPA says they must be sold for a set price. Producers find that they cannot pay the high wages demanded, and the high price for materials needed, or that the materials are all regulated and can't be bought at the set price—because there is a black market. So they can't produce for a profit, hence they fail to produce. Hence the public goes without—and are we all getting mad! The result is that Congress is beginning to take it out on the OPA and price control.

On the other hand there is a group which feels that we dare not stop regulating prices or the inflation will be disastrous—we have hold of a bear by the tail and can't let loose. This faction is deathly afraid of old man, LAW-OF-SUPPLY-AND-DEMAND.

Others remember that in pre-war days supply and demand gave us cheap and durable automobiles, electrict refrigerators, vacuum cleaners, washing machines, radios, and thousands of other articles and gadgets at very reasonable prices. Why can't we go back to those good old times? The paternalistic crowd says we can't because there is no honesty in the world—everyone is a crook———and there must be control or inflation will ruin the poor wage and salary earners—and so the scrap proceeds and we can't buy the things we want and need.

What is the way out—abolish price control—or increase it and bring under it the things that escaped before and that wrecked it because they were not controled. Obviously we cannot control prices and not control wages because wages are the main concern in establishing prices since they are such a large element in cost.

If your philosophy is democracy, of course you will say: "Away with price control." If it is paternalism, you will say: "Apply it completely and save us from the horrors of inflation." And that is what makes a debate.

But in the meantime, someone who isn't an expert, but who has a lot of common sense, ought to have a chance at re-adjusting prices. Somehow the experts have let it get out of balance—this relationship of prices. But then what can you expect of experts who aren't sure whether steers are range or milch cattle, and who think hybrids are seed corn, and pork something the government gets in barrels! And then what can be done with a philosophy of government which contains wisdom enough to repeal the law of supply and demand!

List of recent references on price control:

Better Homes and Gardens 24:59 N. '45 Don't Gyp Yourself; new series of OPA price control measures in the building field.

Forum 105:547-8 F. '46 Why Extend Price Controls; Bowles' formula is best. S. Grafton.

105:432-41 Ja. '46 How Can We Increase Real Wages?

Nation 162:223-4, F. 23, '46 Wages, Prices, and Production. B. Fischer.

162:304 Mr. 16, '46 Hold the New Line.

Nation's Business 34:95 Mr. '46 High Price of Price Control. L. Sullivan.

New Republic 114:306-9 Mr. 4, '46 Pied Pipers of Profit. Chester Bowles.

114:267-8 F. 25, '46 Wage Price Policy.

114:111-12 Ja. 28, '46 Price Control Must Stay.

Newsweek 27:66 Mr. 4, '46 Up Prices!

27:66 Mr. 25, '46 Wage Price, Caught in the No-Plan Morass.

New York Times Mag. p. 10 Mr. 24, '46 Bowles Answers Six Vital Questions.

Saturday Evening Post 218:20 Mr. 30, '46 Why You Can't Buy a Shirt. L. Hahn.

Survey Graphic 35:68-71 Mr. '46 Everybody's Stake in Price Control.

Time 47:18-21 Mr. 4, '46 Battle of the Century

U. S. News 20:46-8 Ja. 4, '46 Snarl Over Price Control.

20:26 F. 8, '46 Effect of Government Controls on National Economy.

20:15-16 F. 22, '46 Formula for Economic Peace; stabilization at a higher level.

20:13-14 Mr. 1, '46 Hitch in Wage-Price Plan; danger of more strikes.

20:20-1 Mr. 15, '46 Outlook for Price Control.

UNIFIED DEFENSE SYSTEM

Should the United States reorganize its defense system by unifying it under one head or control? Or, would we be better off to maintain a system which came through this war victoriously? Must we indulge in the old American pastime of making things better? Things are never so good we can't tinker them up a bit and get better results. We were just born that way—we Americans. We believe in progress. We believe in taking the bugs out of our machinery. Give us a little time to work the old boat over and we can just make her hum! That's us—a good tinkering job is right down our alley!

Whoever can figure out the best way to organize America for the atomic and electronic age ahead—please step forward. Will combining our divisions of defense increase our wisdom, our efficiency, our speed, our adequacy in meeting attack? Are we wise enough to foresee our needs, devise a successful strategy for the future, or are we blundering onto a Maginot line?

The Navy has a plan—the Army has a plan—the military experts have a plan—how far can we trust a plan? How far do we dare go without a plan?

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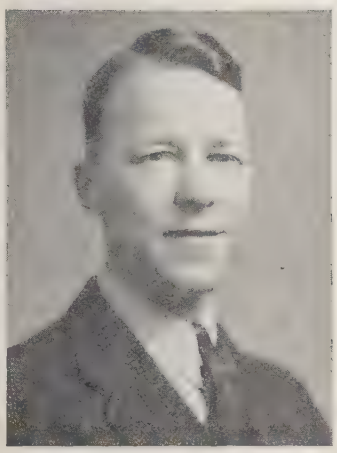

HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

Resolved: That the Federal Government should provide a System of Complete Medical Care available to all Citizens at Public Expense.

FEDERAL HEALTH INSURANCE

Now that word has come that the selection of the high schools fell upon health insurance—President Truman's plan—or socialized medicine as it is usually called —we can all settle down and go to work. For awhile two subjects were tied. Health insurance had a strong rival in compulsory arbitration of industrial disputes. The cards seemed to be somewhat stacked for health insurance despite the fact that it had been used once as socialized medicine, but that was as a state measure; now it is to be national. The strike situation was a hard one to down, however, as it is a much more prominent and important subject.

In the September issue we shall have a debate on health insurance from Bates college, and this department will have the usual analysis and preliminary remarks from the editor of this department on the season's subject.

For the present, we shall content ourselves with a suggested list of reading for those who have time to do some preliminary work on the subject this far ahead of the season.

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De Kruif, Paul Henry—Kaiser wakes the doctors. Harcourt, Brace, N. Y. 1943.

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Rorem, Clarence R.—Non-profit hospital service plans. Chicago commission on hospital service, American Hospital Assn. 1940. 13pp.

Sigerist, Henry Ernst—Socialized Medicine in the Soviet Union. W. W. Norton, N. Y. 1937 378 pp.

NOTE: In addition to the above, watch our advertising section for notice of handbooks on this subject, from the Milwaukee Researchers of Marquette university, from the Nichols Publishing house, and from other editors. There will undoubtedly be a new N. U. E. A. handbook by Bower Aly available by September and the rest of the handbooks will also be on the market by that time.

Magazines and Periodicals

American 141:40 Ja. '46 Should We Have Compulsory Health Insurance? Arthur Kohnhauser.

American Journal of Public Health 35:1163-7 N. '45 Health Offer. W. P. Shepard.

35:1148-54 On Making Public Health Position More Attractive.

35:1070-4 O. '45 Challenge to the Voluntary Health Agency.

35:587-92 Je. '45 Appraisal of a National Program for Medical Car. W. G. Smillie.

34:117-22 F. '44 Proposed Canadian National Health Bill.

34:984-8 S. '44 Preliminary Report on a National Program for Medical Care.

34:989-90 S. '44 Public Health, Public Medical Cost, and Public Welfare.

34:1252-6 D. '44 Medical Care in a National Health Program; official statement of the American public health association adopted Oct. 4, '44.

34:1217-51 D. '44 Content and Administration of a Medical Care Program.

36:267-72 Mr. '46 State Participation in the Evaluation of Local Health Services. L. P. Watter.

36:247 Mr. '46 Guarding the Health Department, S. M. Gunn and P. S. Platt.

36:129 F. '46 Citizens' Planning Commission for Coordination of Voluntary Health Agencies.

36:62-4 Ja. '46 Justice and the Future of Medicine. W. Berge.

Business Week p. 107-8 N. 24, '45 Health Service; group medical programs.

p. 38 M. 24, '45 Clinics Prosper; future of group medicine.

Christian Science Monitor p. 9 S. 22, '45 Mistaken Claims for Socialized Medicine.

Colliers 115:20-1 Ja. 27, '45 Do We Want National Health Insurance?

Commonweal 41:492-3 Mr. 2, '45 London Commentary. J. L. Benvenisti.

41:145-9 N. 24 and D. 15, '44 Discussion of next article.

40:558-63 S. 29, '44 Must It Be Socialized Medicine?

Current History No. 6:491-6 Je. '44 Britain's New Health Plan. A. Comstock.

Elks' Mazagine 24:16 Mr. '46 Legal Medicine. Philip Harkins.

Fortnightly 16:234-40 Apr. '44 National Health Service. D. Browne.

Forum 104:198-203 N. '45 Blueprint for Health New Zealand shows how health insurance can work. S. Jenkins.

Hygeia 23:95 F. '45 Pepper Report on the Nation's Health. M. Fishbein.

24:276-7 Apr. '46 Nation's Health Starts in First Grade. H. S. DeGroat.

23:278-9 Apr. '45 New Programs for Medical Care and the American Medical Ass'n. R. L. Sensenich.

Inter America 4:23-4. My. '45 Health Without Doctor Bills; Cuba's medical cooperation. D. C. Corbitt.

Nation 159:498-9 O. 21, '44 Government and Medical Care.

Nation's Business 31:68 O. '43 Medical Care by Politics. F. DeArmond.

New Republic 111:39 41 Jl. 10, '44 Medical Care for All Americans. J. E. Murray.

110:672-4 My. 15, '44 Britain's Health Services. R. Davison.

114:20-1 Ja. 7, '46 Health Agencies at the Cross roads. P. S. Platt.

Newsweek 26:84 D. 17, '45 Is Socialized Medicine All Right? Say AMA of the Truman proposal.

222:102 D. 6, '43 Federalized Medicine.

27:66 F. 11, '46 For the Non-secured.

19th Century and After 137:271-6 Je. '45 State as Medicine Man; British national health scheme. E. L. Stowell.

Reader's Digest 48:25-9 Apr. '46 Urgently Needed, a National Health Fund. A. Q. Maisel.

Saturday Evening Post 217:103 D. 9, '44 Doctor Glares at State Medicine. F. Nelson.

216-112 S. 25, '43 Do We Need Federal Medicine?

218:14-15 Jl. '45 Doctor Looks at State Medicine. M. B. Spahr.

Science N. L. 46:388 D. 16, '44 Medical Care for All; Health program conference.

Survey 81:264 6 O. '45 Health Agencies, private or public? R. M. Atwater and M. Luginbuhl.

81:20 Ja. '45 Contrast: Controversies on Methods of Extending Medical Care.

81:252-72 O. '45 From Yesterday to Tomorrow in the Voluntary Health Movement. Discussion of Gunn-Platt study.

Survey Graphic 34:480 Plan That Kaiser Built; Permanent health plan. S. R. Garfield.

34:375-5 S. '45 Better Health for Country Folks; cooperative health associations get doctoring to those who need it. T. S. Harding.

35:83 Mr. '46 Basic Issue in Social Security; weakness in the system.

34:440-2 N. '45 G. Sartain's California Health Insurance Drama.

of a nation-wide health program. Report of the 33:491-3 D. '44 Health for the Nation; Principles health program conference. M. M. Davis.

United States News 19:51 D. 14, '45 State Medicine.

19:44 D. 7, '45 Question of the Week; Proposal for social insurance to provide medical care.

19:22 Nov. 30, '45 Debate Over Health Insurance.

Vital Speeches 12:98-102 D. 1, '45 Compulsory Medical Insurance; national health program; message to Congress Nov. 19, '45, by H. S. Truman.

NOTE: See Social Security bibliography under College Handbook division.

SPEECH IN OUR MODERN WORLD

Continued from Page 78

day and a brief review of the last fifteen years of history provides all the evidence needed to demonstrate "influencing human behavior wisely" is not the mark of an educated man or woman, but that it is also the unique opportunity confronting any able practitioner of the speech crafts.

Articulated adjectives, it seems, like atom energy have great potentiality for good or evil. Wanton use of either atom bombs or articulate power can wreak havoc in a nation or a universe. Used "wisely" either the atom or the adjective—in the hands of its most expert masters—can be a boon to civilization and a servant to mankind.

Pi Kappa Delta faces the future with a great opportunity to meet an unparalleled challenge. To it falls a large portion of the responsibility to train and inspire the wise leadership of tomorrow which will not only know what is best to be done, but which will also possess the skill and the speech techniques to achieve its objectives at home and abroad.

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Dr. Alan Nichols of U. S. C., who has just relinquished the directorship of the speech department at U. S. C. to Lee Travis, formerly of the University of Iowa, is to be congratulated on the successful meeting of the Western Speech Association he arranged and conducted at Hollywood, Calif., April 18-19.

Dr. Sarah Stinchfield-Hawk is now on the speech staff at Scripps College, Claremont, Calif.

SPEECH PERSONALITIES

PRESENTING: THOMAS C. TRUEBLOOD

Pioneer, Founder, Leader

THOMAS C. TRUEBLOOD

ON REMEMBERING our Giants of the Past, the name of Thomas C. Trueblood must come early and high up in the list. Speech in the colleges nad universities owes its beginnings to men like Trueblood, Fulton and Clark. The demand for speech came from the young men in the colleges and universities who were interested in the Interstate Oratorical and similar leagues like the Northern Oratorical league, and from the debaters who also wanted expert training. The men who entered the universities and colleges to train the contestants had training for all students in mind, and soon had modern Speech departments under way with drama, interpretation, public speaking, and debate courses. Soon many other interests such as speech correction and science were added and the complete, up-to-date, modern department of Speech arrived. We should never forget, however, the days of the one-man departments, and the tremendous foundation work done by such men as Fulton, Trueblood and Clark.

The subject of this article, Thomas C. Trueblood, A. M. Litt. D., for many years professor of speech at the University of Michigan, was born of Quaker parentage April 6, 1856, in Salem, Ind. He was educated at Blue River academy and Earlham college in Indiana. His special training in speech, acting and dramatic recital was with Prof. S. S. Hamill, an itinerant teacher of elocution, and Jesse E. Murdoch, the great Shakespearean actor, associate of the elder Booth and trainer of Edwin Booth and many other actors and public speakers.

Early in his career Professor Trueblood joined with Robert I. Fulton in establishing a School of Oratory in Kansas City, Mo. (1878-1892). It was about 1875 that the colleges began the interstate oratorical. Professors Trueblood and Fulton began teaching short courses in nearby colleges and universities, and then branched out farther eastward. Finally, Fulton landed permanently at Ohio Wesleyan and Trueblood at the University of Michigan and the school at Kansas City was given up. It was in 1888 that Professor Trueblood gave his first course for semester credit at Michigan. In 1889 he became assistant professor of Oratory. In 1892 Princeton was competing for his services and Michigan made him professor of public speaking and gave him a separate department—called Speech. Other universities followed this move.

Professor Trueblood organized the first college debate in the midwest between the Universities of Michigan and Wisconsin, and founded the Northern Oratorical league for the Big Ten in 1890 and the Central Debating league to accompany it. This was, however, a triangular debate league of Michigan, Chicago, and Northwestern. It was followed by another—the Midwest Degating league—Michigan, Wisconsin, and Illinois. The Michigan, Ohio, Indiana league for women was next. Under the leadership of these organizations debate took on all over the middle west and prospered.

By 1906 the honor society movement was on and Professor Trueblood presided at the foundation meeting of Delta Sigma Rho at Chicago in 1906. By this time Professor Trueblood and his work were known all over the country, and soon after when the move came for a National Association of Teachers of Speech he was one of the recognized leaders.

In 1909-10 Professor Trueblood was given a sabbatical year and made a trip around the world. He was invited to give lecture-recitals in Japan, the Philippines, at Beirut, Syria, and attended the Passion Play at Oberamagau.

Professor Trueblood had a deep desire to see Speech departments in all the higher educational institutions and took every opportunity to promote the cause. On his second Sabbathical year he visited Hawaii, New Zealand, Australia. He was invited to speak on numerous occasions and became a veritable missionary for

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Special Feature Division

Ottawa University—Mother Chapter of Pi Kappa Delta

DEBATE has always been a favored activity at Ottawa University, Ottawa, Kansas. In the horse and buggy era before the days of the automobile, the radio, and the movies huge crowds turned out to hear the Ottawans meet collegiate opponents. Today there is not that same dynamic interest on the part of audiences, but debaters are just as zealous as ever in their forensic forays.

Ottawans always note with pardonable pride that the Alpha chapter of Pi Kappa Delta is on their campus. This big organization, now numbering 170 chapters in all parts of the land, once was only a vague idea in the minds of a few forensic enthusiasts. It cannot be rightly said that Ottawa organized the movement. Rather, the early efforts were centered at Ottawa.

John A. Shields, a student at Ottawa, and Professor Egbert Ray Nichols, then of Ripon, formerly at Ottawa, now at Redlands, almost simultaneously conceived the idea of a national forensic honor society. They started a small promotion and soon had the interest of a large number of debate groups throughout the Middle West. All that occurred in 1912.

Debaters and coaches everywhere were immediately concerned in aiding the formation of the proposed organization. Aid came from everywhere and the small group at Ottawa led in cementing all this assistance into a solid foundation for the embryo league. Shields, Leland H. Jenks, Jesse Elder, Charles T. Battin, and Samuel Marsh were the Ottawans who kept pushing and driving to get the society started in Kansas along with Arthur E. Crookham of Emporia and Roy Painter of Washburn.

Other people were working in other places. Prof. Nichols developed the basic design of the key, now familiar to university and college people through the nation. Grace Goodrich of Ripon suggested the name of the organization, Pi Kappa Delta, initial letter of Peithio Kale Dikaia—the art of persuasion, beautiful and just.

The enterprise was thus a cooperative effort on the part of many people in many colleges. Perhaps that is the reason why success greeted Pi Kappa Delta.

Early in 1913 the initial chapter, Kansas Alpha, was organized and installed in Ottawa. Iowa Wesleyan, Washburn, Nebraska Wesleyan, K. S. A. C. and Redlands and Ripon followed quickly. Thus the new forensic organization was off to a smashing start. The history from there on out has been one of success after success—great conventions, beginning at Topeka and Ottawa, tours, standard debate questions, good rules and regulations, powerful organization for the betterment of an important college activity.

It is no wonder that students of Ottawa University are proud of the part their college played in the organization of Pi Kappa Delta.

Professor R. H. Ritchie, snowy-haired faculty member at Ottawa, known to every debate coach in the Middlewest, is the grand old man now of Ottawa debate. He has kept interest alive in forensics through two wars and the big depression. While Prof. Ritchie is teaching only a few courses at the university and has turned debate coaching to younger men, he still keeps an active interest in Pi Kappa Delta and all its many events.

In the days of Professor E. R. Nichols at Ottawa he was the center of a what might be called Ottawa's golden age in Forensics. Many of O. U.'s leading orators and debaters were developed at that time and in the years immediately following when Pi Kappa Delta was just getting under way, under Professor C. O. Hardy of the History Department and Professor R. H. Ritchie, of Speech.

The second National Convention of Pi Keppa Delta was held on the Ottawa Campus, and it came at a critical time—1918—when the first world war was on. Professor Nichols brought a team from Redlands for the convention debate against Ottawa, and it was at this convention that Prof. John R. Macarthur, of K.S.A.C., Professor Charles A. Marsh of Morningside, Prof. Alfred Westfall of Colorado Agricultural College, and many others closely associated in the early days of Pi Kappa Delta got together on plans to save the organization from the blighting influence of the war and to lay the foundations for the great expansion which immediately followed the peace. The convention ended in a big banquet in the O. U. gymnasium, just recently built at that time, with Professor R. H. Ritchie as toastmaster. The newly elected officers met with Stanley Houck, president of the Delta Sigma Rho Honor Society, in Kansas City on their way to their home colleges, and negotiated the famous inter-membership agreement between the two societies which lasted for many years, and led to the harmonious development of the two societies in their respective fields of expansion.

At Ottawa, some of the old members of Pi Kappa

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Ward Science Hall

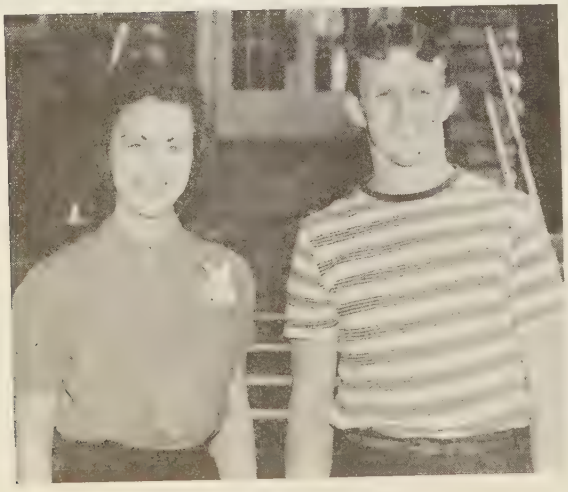
Pi Kappa Delta Began at Ottawa University

Ottawa University at Ottawa, Kansas, home of the mother chapter of Pi Kappa Delta, has long made student activities an integral phase of the educational program. Thus debate, speech, dramatics, and radio are not activities but are definitely related to the curriculum.

To house students and their affairs, the University under leadership of President Andrew B. Martin is now constructing three buildings: a Commons to house activities, a Residence hall for 100 women, and a Field House.

With these new facilities Ottawa will continue its position as one of the best small college in the middle west.

Dating back to years before Pi Kappa Delta, speech has always been important to Ottawa students. They now have their own campus radio station, complete with a modern studio.



Debate and speech are not the only activities of Ottawa students. They are outstanding in music, athletics, publications. Their college newspaper "The Campus" is the oldest student paper in Kansas.

Delta are saying that debate needs a "shot in the arm," perhaps some new form of forensic competition. If changes can and are to be made, they think that they can be best made from within the present organization.

One debater put it, "We are so concerned with debate procedure, digging out questions, and finding material that perhaps we fail to give proper attention to new forms of discussion. In years gone by debates were organized to be presented before audiences. Now only a handful of people hear you, no matter where you go. I think one of the big post-war tasks for Pi Kap is audience reclamation."

EDITORIAL *and* COMMENTS

SPEECH MARCHES ON

LOOKING over the pictures of good old Ottawa and reading the Special Feature article accompanying them has taken the Editor back to the post-war days of World War 1. The challenge at the end of that article to Pi Kappa Delta and to the whole field of debate is a rouser!

We did big things after World War 1 was over in the first decade. It was then that the tournament was born, that the National Conventions became an institution in American student life, and in Speech development.

But one of our students thinks we need a shot in the arm now—to get going on the job of rehabilitating Speech activities. Is he right or is he——?

One of the reasons this magazine was founded was to help do the thing suggested—replace Speech activity back to, and in a way to, exceed its Pre-World War II glory.

When Pi Kappa Delta was founded the Editor, then in its National Councils, soon discovered that a publication or centralizing organ was needed to coalesce the interested group scattered here and there throughout the nation. We start rehabilitation this time with a great deal more in our favor and already organized. We have the honor societies of the high schools, Junior Colleges, and colleges and universities. We have the tournaments, some of them quite old and firmly extablished; we have publishers interested in debate and speech contest aids; we have a magazine to unite all these interests so widely scattered about the nation. What else do we need?—local enthusiasm, local activity—wide-awake coaches back on the job in the schools and colleges—yes, that is what we need most! It was the coaches and their debaters after all who made things hum after the first World War. They can do it again. We founded this magazine in the belief that they would. That our best days in Speech are AHEAD, and not BEHIND US—great as the past has been. Forward March!

If new methods are needed to get local enthusiasm —let's have new methods. It is characteristic of Speech —that what it needs it goes out and gets. But let's have united enthusiasm — not recriminations against this or that; championship boosting for this or that single method and derogatory remarks for all others, is not the way. Our strength lies in unity. We must prove our value as Speech Enthusiasts to the entire Educational world. We'll get a hearing if we prove worthy of it. If audiences will not come to us—we'll surprise them by invading their sanctums by radio. Speech marches on! —E. R. N.

HERE'S AN OPPORTUNITY

A little more than a year ago, this magazine was founded to furnish a national medium for the exchange of information in the debate and contest speech field For this or any magazine to become established permanently, at least two things are necessary: (1) circulation large enough to cover the field and provide sound financing, and (2) material interesting and valuable enough to be published on a nationwide basis. So far we think the magazine has been rather fortunate in both fields, due to your support, but constant plugging is necessary for any new venture to succeed.

During the first year, circulation increased from zero to a little better than the break-even point; that is, subscriptions and advertising more than paid for the mimeographing. Then, with Volume II, the magazine went into print. We found printing considerably more expensive than mimeographing, and so a correspondingly larger circulation is needed to break even. Although circulation is increasing with each issue, we don't have the necessary number of subscriptions yet. The magazine is in a critical period and the next few months will be decisive. Since this, after all, is your publication, you can help establish it permanently by supplying two of the necessary ingredients: *circulation* and *material*.

Have you recommended to both your school and city libraries that they subscribe? If not, why not do it now? A postal card will do. You'll help put the magazine on a sound financial basis by increasing circulation, and you'll help your own teams by making sure a copy is always within reach. Libraries also should subscribe so that back copies are carefully saved and cataloged.

The second thing you can do to help is send in information and material of all sorts. For instance, tournament data are particularly welcome, both advance information and complete reports after they are over. You don't need to be the sponsoring school to send in this information; quite frequently the sponsor, for some

reason, does not send in the information promptly. If you are *invited* to a tournament, or if you *hear* about one, or if you *read* about one in the paper, let us know so the information can be published on a national scale. If you *sponsor* one or even *attend* one, send in the complete results, together with the name of the director. In this way the magazine can be a real service in reporting to others just what's happening in your neighborhood. And we mean that for both high school and college groups.

We also particularly need notes of interest about coaches and debaters. Do you have a new coach? Let us know his name, something of his background whether he handles other subjects, and if so, what. Did one of your debaters win a contest? Send in his name and a description of the contest. Was a former debater elected to public office or written up in *Who's Who?* Or did he write a book, or win a military citation, or win a scholarship? Or did he make *Tau Beta Pi* or *Phi Beta Kappa?* Let us know about these things. Other people are interested, too, and these facts should be published.

But let's not stop there. Do you think others in the field are missing the boat in the way they handle some phase of debating or speech contest work? Or have you had administrative or coaching trouble which you overcome? Or can you think of some way to improve the quality of speech work? Well, just write an article about it. One of the basic policies of this magazine is to welcome your contributions, and to do the best we can in publishing them. Of course, we can't guarantee to publish anything you write, sight unseen, but we can guarantee to give your article careful consideration. You don't have to be well known in the field; you don't even have to be a coach—contributions from debaters themselves are welcome. Many of the readers of the *Debater's Magazine* are well known, and since the better known speech teachers generally have had more experience in coaching and in writing, we rather expect that the majority of material in article form will continue to come from them. But that doesn't mean articles from others aren't also welcome.

So please put down two things on your agenda: (1) see what you can do to encourage subscriptions, and (2) send in that article, or those notes of interest, or that tournament information. As a reader, you're considered a sort of unofficial stockholder—this is your magazine, and with your help we can place it on a sound, permanent basis, both financially and editorially. We think it is going places, and with your help, it will.—G. M. M.

FURTHER EXPANSION AHEAD FOR DEBATING?

A recent report indicates that about two million students will pack the nation's colleges and universities in 1946. The pre-war maximum was one and a half million, so the new figure will represent an increase of about 30%. By 1950 enrollment is expected to reach three million, or a full 100% above the pre-war maximum.

High school enrollment may also be expected to increase, if the comments of some teachers and administrators are correct. We do not have on hand any reliable estimate of the extent of this increase in the high schools, but the direction of the trend is clear.

Furthermore, with the present high birth rate, this upward trend seems likely to continue at least until after the present youngsters have reached high school and college age.

High school and college facilities certainly must be increased to meet this increased demand. Those of us in the speech and debating field must see that our activities are increased proportionately (or better than proportionately). This means we must work for an increase in the next four years. We can and will do it. An increased faculty or staff, a larger selection of credit courses in argumentation and debate, more students on the squad, and a larger number of tournaments and individual debates are all part of the post-war picture. Traces of this trend are unmistakable; the pre-war tournaments and publications are being resumed, and new ones are being added. There have been three books (other than handbooks) on debate published recently, written by Crocker, Potter, and myself. There have been texts on other closely related speech activities. Two new magazines have appeard, the *Scholastic Speaker and Debater,* and the *Debater's Magazine.* Wherever one turns, he sees increased activity in debate and speech work. It is a welcome sight to all of us.—G. M. M.

PRINCIPLES OF THE COLLEGE ORATION

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er of the speaker's reasoning.

The word limitation brings with it a time restriction. The orator must make a definite impression on the hearer and gain the action he is after in the space of from ten to twelve minutes. This requires careful calculation as to the appeal of each paragraph, concentration on the big idea and impression, and a careful observance of proportion in all the parts and divisions of the speech. It is considerable of a task to take an indifferent audience and in the course of ten or twelve minutes arouse interest, compel thought, play upon the emotions, and win response from the will. That is why the college oration must be a work of art.

DEMOCRACY THRIVES ON DEBATE

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the dining-room table. Democracy must have opposition to bring out the truth. Let's teach our boys and girls how to voice their opposition. Let's teach them how to break their silence because they know how to debate and discuss.

Remarks for the Good of the Order

WHY NOT HOLD YOUR OWN TOURNAMENT?

By George M. Musgrave

Many parts of the country seem to have one problem in common—there aren't enough tournaments to go around. Take a look at the tournament schedule in the December issue of this magazine. Although many tournaments are listed, some states with active high school and college debating programs do not have *any* tournaments scheduled. Others have only one or two, held in the spring, with none at all in the fall. This is true of both high school and college debating.

It's not that the demand doesn't exist. Just let word get out that you intend to hold a tournament and see the response you get. Schools like tournaments because they are less work, from an administrative standpoint, less expensive, and probably better educationally than an equal number of individual contract debates. And ordinarily schools taking part find that they can expand greatly the number of debates held each year, with correspondingly greater training for the participants.

About four years ago Dartmouth decided to hold a two-day debating tournament for a few of the New England colleges. Tournament-starved New England responded as might be expected—not only did the invited schools come, but other schools heard about it and asked if they might come too. Those of us who were there can testify as to its success.

The problem is that someone must take the initiative in organizing and holding the tournaments. With the war, some of the annual meets were dropped due to travel difficulties, the government ban on conventions, and the temporary shifting of debate directors to other activities, including the armed forces. Now the time has come to restore these tournaments and to start new ones.

Pi Kappa Delta and the National Forensic League are two examples of organizations that are always active in organizing tournaments. Although such tournaments are generally the high spots of the year, it's not at all necessary to limit activities to those sponsored by these organizations. Why not sponsor a debate tournament yourself? Colleges and universities do it all the time, and there's no real reason why high schools can't do the same thing if the colleges in the vicinity aren't wide awake enough to sponsor one or two high school tournaments each year.

The first thing to do is set the date. Plan it to fit in with the program that already exists. If there's a championship tournament in the spring, perhaps you'll want to add a fall practice tournament. If there isn't a spring championship tournament, by all means get one started. If you decide upon the date of your tournament early enough, other activities on the calendar will fit their

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WHAT SHOULD WE DO IN THE FIELD OF PUBLIC ADDRESS?

By H. M. Williams, *Miami University*

In talking for five minutes on the subject of what we should do in the fields of public address, debate, and discussion after the war, I feel a good deal like the old maid who went about over the country lecturing on how to get a husband. Finally, someone had nerve enough to remark: "You're a heck of a one to talk on that subject." It didn't bother her in the least. She flashed right back: "That's just the point, some day I may say something I can use."

Since I'm talking about debate, I suppose I need not remind you of all the tests applicable to "testimony from opinion." And personally I'm not too sure I should welcome too much investigation of my "experience in the field" or my opportunity for investigation of the details of this particular case. Like all good "experts" I'm prejudiced, and my prejudices are bound to color my thinking.

But it seems to me that certain trends present in speech during the years before the war are apt to be heightened by our war experiences. Of course, Ewbank and Auer chose their title "Debate and Discussion—Tools of a Democracy" before Pearl Harbor. The concept that democracy requires a discussing, debating, talking citizenry is not a product of this or any other war. But I honestly feel that more people have, as a result of this war, come to use discussion, debate, and public address for practical democratic ends. The regimentation of military life, the necessity for taking orders, the inability to express one's own opinion; those circumstances have been accepted surprisingly well by our men and women. But these same conditions have produced a greater respect for the processes of discussion. I have been rather closely associated with a naval training project manned by men and women from all educational levels. I have been surprised to find them spontaneously grouping into discussions, debates, talks on their problems.

I believe we may re-discover a more active democracy. And if this is the case I believe it offers us an opportunity. We shall find people in and out of college who want help in the effective use of these democratic tools. Not merely for credit, for the pleasure of debate trips, for the satisfaction of age, but for very real and practical ends. If I am right I seem to sense a difference in attitude between the returned veteran V-12 student and the man left over from V-1 or V-7. As one Guadalcanal marine quietly remarked: "I need it."

If such subtle changes should come about, it would seem to indicate changes in our methods. I can't visualize these boys and girls I've been speaking about, as in-

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INFORMATION PLEASE

Question Box or Department of Technical Information

GEORGE McCOY MUSGRAVE, Editor

WITH this issue we introduce "The Question Box," a sort of "Information Please" for debaters and coaches. You send in the questions and we'll try to answer them, with emphasis on the word "try." Perhaps you'd like to learn something about the early history of debating, or about certain details of debate procedure. Or perhaps there are controversial topics that you would like to see discussed. Here is the opportunity. Simply send in your questions to the magazine at Redlands, California, in time for the next issue. On controversial matters, include a suggested answer or not, as you choose.

The new department will be concerned primarily with contest speech work, especially debating. We may deviate from this path now and then if interest warrants, but on the whole there should be enough different questions about contest debate to keep busy for some time to come.

We have three rather interesting comments this month to start the ball rolling:

1. *Does anyone know definitely when the first intercollegiate debate took place in this country? There is a difference of opinion in the published material.—R. L. G.*

As a result of recent research by David Potter, published in his "Debating in the Colonial Chartred Colleges" (Bureau of Publications, Teacher's College, Columbia University, New York, 1944), there now seems little doubt that the debate between Rutgers and New York University on 6 May 1881 (won by Rutgers) was the first intercollegiate debate in this country. The second was a return engagement between the same schools on 18 March 1887 (won by N. Y. U.). The third was a Harvard-Yale debate on 14 January 1892 (non-decision), and the fourth was a return engagement between Harvard and Yale on 25 March 1892.

The confusion exists because R. C. Ringwalt's article in *Forum* (January 1897) states unequivocally that the Harvard-Yale debate was first; Ringwalt evidently was unaware of the two preceding Rutgers-New York University debates. Prior to the publication of Potter's research, a number of authors have republished Ringwalt's statement, among them both the editor and associate editor of this magazine in books. In so doing, we unintentionally circulated erroneous information.

Potter does not state that any of the above was the first truly intercollegiate debate, since none of them was the entire school eligible to participate. This, however, seems undue conservatism, since even today the same situation exists, in that frequently only persons who have completed courses in argumentation or who are members of debating societies are eligible. If this rather fine distinction were observed, none of the first four intercollegiate debates would be counted, nor could most of the subsequent debates, even to the present day.

It may safely be concluded, then, based on present knowledge, that the first intercollegiate debate in this country was Rutgers *vs.* New York University on 6 May 1881.

2. *Do you consider it a good idea to ask questions of opponents, or is this taking unfair advantage?—* G. H. S.

Although some sections of the country make more use of this device than others, there seems to be little question of its propriety. Briefly, the technique is this: In standard (non-Oregon) debates, each team, in its own constructive speeches, may ask two or three questions of the opening team. The opposing team answers

or shows reason for not answering in its next constructive speech.

The device is used, of couse, to obtain damaging admissions and to expose sloppy thinking on the part of one's opponents. There is nothing unfair about it, unless you consider unfair such things as leading opponents into dilemmas and reducing their arguments to the absurd, both devices for defeating them. After all, either team can use this questioning technique. themselves (such as insistence that the affirmative explain the minute details of its plan), but the other team can simply point out the situation and refuse to answer unfair questions. Similarly, an unreasonable number of questions is sometimes asked, but again the other team can always explain how unreasonable it would be to spend time answering more than two or three, and refuse to bite.

In Oregon debating, where each team has two constructive speeches with a questioning period following each constructive speech, there is no particular reason for a team to ask questions at any time other than the regularly scheduled period. However, time may well be spent in the constructive speeches reviewing the preceding questioning periods.

Most of my own high school and college debating took place in the east, and I seldom heard teams ask questions during the constructive speeches. However, the practice seems to be common elsewhere. As a technique of debate, where Oregon style is not used, it seems to have a great deal of merit and I am afraid the east has lagged behind in not making use of it. But I also believe that when a few of the better eastern teams start exposing the orating, nonthinking type of debater through a few judicious questions, the technique will be used a great deal more than it is now.

3. *Would you publish a list of the various honor societies, together with the names and addresses of some of the officers?—K. E. W.*

The first of the college honor societies was *Delta Sigma Rho,* founded in 1906 by E. E. McDermott of the University of Minnesota and H. E. Gordon of the University of Iowa. Professor Trueblood of the University of Michingan presided at the organization meeting. Delta Sigma Rho today includes most of the larger universties of the country. Among the officers are:

E. C. Buehler, President, University of Kansas, Lawrence, Kansas, and

Kenneth G. Hance, Editor of the "Gavel," School of Speech, Northwestern University, Evanston, Illinois.

Second to be established on the college level was *Tau Kappa Alpha,* organized in 1908, with Lieutenant Governor H. T. Miller of Indiana sponsoring the organization meeting. Among the officers today are:

Charles R. Layton, President, Muskingum College, New Concord, Ohio, and

Lionel Crocker, Editor of the "Speaker," Denison University, Granville, Ohio.

The third major college honor society, *Pi Kappa Delta,* was organized in 1912 by E. R. Nichols, Ripon College; J. A. Shields, Ottawa University, and E. A. Vaughan, Kansas State College. Ripon and Ottawa dispute the honor of establishing the first Pi Kappa chapter, since the Ripon chapter was the first to exist in fact, while the Ottawa chapter was the first to be admitted to the organization. Redlands (where E. R. Nichols moved the following year) and others followed closely on the heels of Ripon and Ottawa. Pi Kappa Delta, composed largely of smaller institutions, is the most active of the three college societies, particularly in the sponsorship of tournaments and speech contests. It functions not only as an honor society, but also as a service organization for member colleges. Officers are:

Martin J. Holcomb, President, Augustana College, Rock Island, Illinois, and

Alfred Westfall, Editor of the "Forensic," State College, Fort Collins, Colorado.

On the junior college level, *Phi Rho Pi* is now engaged in an active campaign to reorganizze inactive chapters and expand. Among the officers are:

Mrs. Coralee G. P'pool, President, Springfield Teachers College, Springfield, South Dakota, and

G. A. Kuhlman, Editor of the "Persuader," St. John's College, Winfield, Kansas.

On the high school level, the *National Forensic League* is a thoroughly wide-awake group which encourages better debating through the sponsorship of tournaments and speech contests. It works in close conjunction with the National University Extension Association, and it, like Pi Kappa Delta, is both an honor society and a service organization. New chapters are added to N. F. L. every month; there are now well over 400. Membership in the old chapters is also growing rapidly, as may be determined from the monthly membership reports published in the "Rostrum". Officers are:

Karl E. Mundt, President of the Executive Council, Madison, South Dakota, (Member, United States House of Representatives),

Bruno E. Jacob, Secretary, Ripon College, Ripon, Wisconsin, and

Oscar W. Kolberg, Editor of the "Rostrum", Lead, South Dakota.

That covers the questions we have on hand for this issue. Your suggestions and inquiries for future numbers of "The Question Box" will be welcomed, whether the topics are factual items you want answered, or whether they're controversial items you want to see discussed. Address your letters to the magazine at Redlands. Unless we're snowed under with questions (I wouldn't mind that!), we'll try to publish them all.

DEBATE TECHNIQUES

AVOIDING THE IRRELEVANT

By George M. Musgrave, Des Moines, Iowa

In high school and college debating not so very long ago, the job of rebuttalist generally came my way. Supposing it to be my duty, at first I took careful notes of everything the other team said that I could prove to be wrong. Then when my turn came to speak I went through this list, showing the judge and audience what an illogical bunch of thinkers the speakers on the other team were.

Somehow this never seemed wholly satisfying, especially when our team began doing a little serious thinking about the manner in which the decision is reached. Since in every debate one team must succeed and one team must fail in proving what the proposition demands, it seemed perfectly obvious that the successful team, having done the better debating, ought to get the decision. If we were to continue winning debates, we would need to make sure that we succeeded in giving this proof, while forcing our opponents to fail in giving needed proof for their points.

All of this led to one conclusion, that any speaking time spent on arguments which do not contribtribute to the idea that the proposed plan should or should not be adopted are a waste of time. A "shotgun" rebuttal proves nothing except that the speaker hasn't thought through the problem.

These ideas began to take a little more definite form. Every plan has both advantages. If the advantages outweigh the disadvantages, the plan ought to be adopted. If not, the plan ought not to be adopted. This seemed simple enough. Why not use this organization in debate? True, it differed from the organization recommended by all books on argumentation, but it made sense to us, and we thought it would make sense to the audience and judge. The organization took this form:

Affirmative: Asserted Advantages of Plan

I. Advantage Number 1
   A. Need
   B. Plan
II. Advantage Number 2
   A. Need
   B. Plan
III. Advantage Number 3
   A. Need
   B. Plan

Negative: Asserted Disadvantage of Plan

I. Disadvantage Number 1
   A. Importance
   B. Plan
II. Disadvantage Number 2
   A. Importance
   B. Plan
III. Disadvantage Number 3
   A. Importance
   B. Plan

Inestablishing each advantage (or disadvantage) we found that two subheadings were necessary, (1) need for that particular advantage in terms of present conditions, and (2) the plan for bringing about that advantage. These headings, of course, are the old familiar "need for a change" and "plan for bringing it about" found in every debate handbook, but the difference is that they are subpoints under each advantage or disadvantage, rather than major divisions of the entire case.

With this organization, the problem of avoiding the irrelevant became simple. On the affirmative we devoted our time to building up two or three major advantages in our plan and tearing down the alleged disadvantages. On the negative, we tore down the alleged advantages and built up two or three major disadvantages. In the last rebuttal on either side, we devoted five minutes or more to summary, showing that our opponents' advantages (or disadvantages) were refuted while our own remained standing, and that, therefore, the plan should (or should not) be adopted. The implication that since we succeeded and our opponents failed, we did the better debating and should get the decision, was never very far from the surface.

We also found that this organization worked well in debates where the negative recommended a counterplan. Here we discussed the advantages and disadvantags of the counterplan with respect to the affirmative plan, rather than the affirmative plan with respect to the status quo. Basically, there are only two possible negative positions, defense of the status quo, or defense of a counterplan—in other words, defense of things as they are now, or defense of things as the negative proposes to make them. This method of organization handles both equally well.

With this framework on which to build our case, there was less temptation to spend time refuting erroneous but irrelevant statements of the opposition. If the statement in question did not contribute to building up or tearing down one of the major advantages or disadvantages, it was irrelevant and we left it alone or pointed out its irrelevancy. Sometimes we found it possible to point out that an entire ten-minute speech on the other side was irrelevant to estab-

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TECHNIQUE OF REFUTATION

By Paul Carmack
School of Speech, Syracuse University

INTRODUCTION

A. Character of Refutation:
"Refutation is the process of removing objections, of undermining inhibitions and thus gaining complete attention. It consists of arguments and evidence presented to destroy the proof resulting from counter arguments and evidence." It combats, as well, the imaginary opponent of non-acceptance on the part of the audience, real or absent. On the other hand, rebuttal is both offensive and defensive. It not only sweeps away opposition, but substantiates the speaker's case as well as that of his colleague.

B. Refutation is more than mere contradiction and denial. It should weaken or destroy; even the affirmative cannot safely or solely rely on constructive work.

WHAT, WHEN, WHERE, and HOW TO REFUTE

I. WHAT
The common mistake is to try to refute every point, sub-point, and statement brought out by the opponents. This assumes the opponent is 100% wrong 100% of the time. Rather:
1. Choose points that deserve to be refuted.
   a. Points that have appeared to impress the audience.
   b. Points that carry the gist of the opposition's proof.
2. Omit points which are not on the case and those points which do not injure your case. Exclude all such points and proceed with refutation of points. (As listed in No. 1)

II. WHEN
Refutation of points certainly should not be made before presented. This gives the opposition an opportunity to deny any *intention* of using such points and to advance others. Wait until constructive proof that needs refutation has been advanced, then refute as soon as it is practical.

III. WHERE—(in the course of the debate)
(Should it be before, along with, or after the constructive proof? This can vary with the circumstances—as below.)
1. Refutation should precede constructive proof in the constructive speech if it is in answer to what the preceding opponent has just said.
2. Refutation is given in answer to proof that occurs merely as a possible objection or as upholding a possible alternative porposition; then it may be scattered in with the constructive proof or grouped with it, in the body of the speech.
3. Refutation should not be the last part of a speech, for the object is to leave an impression by the closing remarks that the speaker has established the truth of a proposition, rather than accomplished the destruction of its opposite. Refutation should be followed up by proof, or its summary.

IV. HOW—(the chief problem)
1. STATEMENT
The issue to be refuted should be fully and accurately stated or repeated. (This mere restating of the issue assures the audience that the debater is not afraid to meet, "head-on", even what appears to be damaging statement. Of course, he must then meet it adequately.) Also the debater must make clear that this is not just a part of his own constructive speech, but that it is a part of the opponent's case and will be met and overthrown as such.

2. OPENINGS FOR ATTACK—on the part of the opposition
   a. mere assertion
   b. unreliable evidence
   c. weak arguments

3. METHODS (of attack)
   a. test of evidence
   b. test of argument
   c. exposure of fallacies, inconsistencies, and "straw men"
   d. special methods
   e. ignoring the question and shifting around
   f. apppeal to the emotions rather than the intellect
   g. confusing personality and argument
   h. fallacy of division and begging the question
      i. arguing in a circle
   j. assuming the truth of a faulty premise which includes a specific instance
   k. fallacies—(an error in the reasoning process)
      1. hasty or unwarranted generalization
      2. false analogy—(incomplete analogy)
      3. mistaken casual relation
      4. mistaking the cause or effect
      5. ignoring the question
      6. reading meanings into statistics

4. Arguments
   Methods
   1. show evidence is inaccurate
   2. attack the reasoning
   3. direct opposition
   4. adopt opposing arguments and use for own advantage
      a. reductio ad absurdum (carry the opponents argument to an absurd conclusion)
      b. residual method
      c. dilemma
         1. constructive
         2. destructive
         3. multiple
      d. full syllogism
         1. major premise
         2. minor premise
         3. conclusion
      e. enthymeme
         (by suppression of one of the premises of the syllogism)
5. Deduction

V. GENERAL
1. Quotation
   When quotations are used, the debater should be so familiar with the wording as to need but an occasional glance at the source.
2. Team Work
3. Treatment of opponents
   a. no "bullyragging"
   b. courtesy always (even when you do not receive courtesy)
   c. be honest with and treat opponents as competitors worthy of you

VI PREPARATION
1. A necessity for a collection of a large number of facts which will not all be used. Occasionally review the "stock in trade"—neglect no source of information for material.
2. Arrangement—make accessible
   a. classify cards—as the debate question requires
   b. systematize books, papers, and documents

VII. SUMMARIES
Types of summaries
1. Opponent's arguments
   a. show that the main parts of their case have been refuted
   b. refute it in the summary
   c. show that the central issue will be handled by a colleague
2. Your case
   a. show your case is still standing
   b. rebuild any part torn down
   c. show central issue to be handled by colleague

VIII. AUTHORITIES
Warren C. Shaw - A. E. Craig - C. P. Lahman - A. Craig Baird - Charles A. Fritz V. C. Ketcham - A. M. Pellegrini & Brents Stirling - William T. Foster - Charles H. Walters - Warren W. Shearer - Robert Horn L. S. Winch

AVOIDING THE IRRELEVANT

Continued from Page 114, *Col.* 2

lishing either team's case. This naturally gave us a tremendous advantage.

It also seemed to please the judge and audience when we organized our opponents' case for them, doing it better than they were able to do.

We never would have been able to do all this if we hadn't used the advantage-disadvantage type of organization. Since high school and college days I have examined many debate topics and have yet to find one (properly worded) that cannot be organized in this form. If you, as a debater, would like to increase your skill and incidentally improve your own lost average, you might try using this organization in your next few debates and judge for yourself its strength.

NATIONAL TOURNAMENT WINNERS

Continued from Page 98

1932 Howard Smathers, Lexington, Ky.
1933 Harold Stark, Granite City, Ill.
1934 Jack Ewing, Wilson, Enid, Okla.
1935 Russell Black, Central High, Oklahoma City, Okla.
1936 Carter Hardwick, Classen High, Oklahoma City
1937 Francis Butler, St. Cloud, Minn.
1938 Marg. Freerksen, Freeport, Ill.
1939 Edward Gunzz, Sacred Heart H. S., San Francisco, Calif.
1940 Ray Montgomery, Los Angeles H. S., Los Angeles, Calif.
1941 Francis Woidich, Hollywood, Calif.

Dramatic Declamation

1931 Kathryn Harney, Manual High, Peoria, Ill.
1932 Kathryn Harney, Manual High, Peoria, Ill.
1933 Denton Snyder, Humboldt, Iowa
1934 Donald Swanson, Webster City, Iowa
1935 Mary Ann Porterfield, Topeka, Kan.
1936 Caleb Peterson, Peekskill, N. Y.
1937 Virginia Kraft, Mediapolis, Iowa
1938 Jack Edwards, Hollywood, Calif.
1939 Ben Morris, Classen High, Oklahoma City, Okla.
1940 James Lee, Santa Rosa, Calif.
1941 Jean Swidensky, Okla. City-Central, Okla.

Humorous Declamation

1931 Ramsey Wieland, Virginia, Minn.

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Book & Magazine Article Reviews

MRS. ELSIE GRACE NICHOLS, *Editor*

ANATOMY OF RACIAL INTOLERANCE

By George B. de Huszar

HERE IS SOMETHING! A reference shelf, in truth, within the 283 pages of this book, a compilation of facts from 32 recognized authorities. Vol. 18, No. 5.
The H. W. Wilson Company
950-72 University Avenue
New York 52, N. Y.

I wish every American could read this outstanding contribution by George B. de Huszar. I have not read a more complete analysis of this timely subject. "What We Know About Race" will open the eyes of many of you to the ignorance and insane prejudice which is rampant among us, found *even* inside the Christian churches of our country.

"Race Relations Balance Sheet" with its debits and credits bring us face to face with the issues in this matter of discrimination. The war years have made a huge dent in the old patterns of race relations and the ballance is tremendous gain for democracy, according to Edwin R. Embree.

Under "Prejudices in the World Today" you will get examples from Nazi Germany right down to the deep rooted prejudices in the United States—toward the Jew, the Negro, the Mexican, Japanese and all minority groups.

You will discover "How We Get Our Prejudices" and feel heartily ashamed of your own attitude. And take a good look at the race from an anthropologist's point of view. Here you will find many surprises. "Social and Psychological Factors in the Anti-Semitic Attitude along with "Intolerance: A Problem for Psychiarists'" will compel your attention. "Control of a Disease (Prejudice)" takes you into a clinic where you see the prejudiced person described as a sick person.

"Education for Fair Play — The Springfield Plan" and "Some Contributions of Science to the Easing of Group Tensions" carry you forward in this process of thinking through the "Methods of Combatting Scapegoating." Under "What Is Intercultural Education?" the following incident speaks for itself: A local school board in Ohio offered an award for the best essay written by a pupil on the subject of what to do with Hitler after the war. The prize was won by a Negro girl, the gist of whose composition was: "Dress Hitler up in a Negro skin and drop him anywhere in the United States for the remainder of his days." Apart from the fact that the award was given to the Negro girl who provided such a shocking answer to the question, is the sobering implication that America's is a bi-racial culture.

This Ohio school girl's suggestion shows clearly what is happening to a personality which is subject to the disfavors endured by a minority group. Whether in housing conditions, job-getting chances, recreational privileges, health facilities or educational opportunities—such discrimination harms the disfavored.

"What about the personality of the member of the favored culture who practices prejudice toward the outgroup persons? Does it get off Scot-free? Such a person suffers arrest in at least three particulars. He ceases to think straight about pertinent matters. He drifts into the habit of making up his mind about persons and culture groups on the basis of hearsay and make-belief, and in so doing he flouts the scientific method of factual procedure. Most dangerous of all he is shifting from a democratic attitude to a kind of Fascist feeling." This is quoted from Stewart G. Cole in the treatment of "Intercultural Education."

"A Hopeful Sign in Race Relations" and "On the Calendar of Our Conscience" lets you into the actual attempts and accomplishments in this struggle, in the words of Gunnar Myrdal, to bring our everyday conduct and feelings into accord with our American creed of liberty and equality, of justice and fair opportunity for everybody.

I call your attention to the helpful and practical feature at the end of the book—the Bibliography.

Elsie Grace Nichols

SPEECH QUALITY AND INTERPRETATION

By Jane Herendeen

Harper Brothers, New York and London

The purpose of this text, according to the author, is "to provide a discussion of three essentials of speech education, theory, method, material."

You will see at once that it is planned for *study* rather than for reading. Quoting further from the author's own preface, "It aims to make the student aware of the field of expression, aware of aesthetic experience, and capable of participating in the truth and beauty of literature."

Here are the chapter headings with brief comments on each:

I. Interpretative Speech as an Aspect of Fine Art

In this chapter you become aware of true individuality in style. The "Set-up Through Mind and Ear," the "Creative Process" and "Place of Phonetics" will absorb your attention in this adventure. "Goals in

Expression" will cause you to pause and think through with Miss Herendeen, and incidentally find yourself obeying instructions to enable *you to reach said goals.* I like her refreshing treatment of the sub-topics, "Literature of Knowledge," "Literature of Power" and the "Principle of Released Power."

II. How to Study

This is a great chapter. Not one of the sub-heads can be omitted if you wish efficient training. I give only a few: Study for Interpretative Reading, The Approach, Training in Words and Sounds. The suggested practie here will result, without doubt, in an intelligent consciousness of sounds, and accuracy both in meaning and in pronunciation. Such study and practice should correct two bad habits—overstatement of facts and slovenly speaking.

You are prepared now to indulge in the "enlarged, deepened and varied presentation" of the study with continued practice on the interpolated selections" chosen by the author for their fit in carrying out the principles of each chapter. "I think you will agree that Miss Herendeen has used rare judgment and excellent choice in the selection of these insertions. With the abundance of practice material offered in these two chapters you will do well to spend much time in this laboratory before proceeding to the following:

III. Experience and Speech Form
IV. Style and Speech Quality
V. Pantomime and Interpretation

Purposely the chapters dealing with the problems of interpretation, platform experience and material come last.

VI. Problems of Interpretation
VII. The Speaker and the Audience
VIII. Material and Its Use

In this review there is not time to speak of the many helpful directions to students but as a sample of Miss Herendeen's knowledge and practical understanding of what the student needs, I refer to sub-heads in chapter seven. First, The Approach to an Audience, in which she places before us the speech of Winston Churchill, given before the Congress of the United States, Dec. 26, 1941.

"View the following speech of Mr. Churchill in its approach to an audience as well as for its subject matter. Note his leadership of an American audience. What makes his appeal apt and effective? What did he set himself to accomplish? Mr. Churchill uses WORDS with evident relish. To those who heard him he needed no adjective to make his "Nazi" carry scorn. Probe his words to their emotional depth in order to give the speech its characteristic color.

In the same chapter under Relation of Speaker and Audience, the author explains: "An audience usually comes sympathetically interested in either subject or speaker or both. It is the art of the speaker to focus their interest in the subject. This he accomplishes by his own absorption in his topic and the fidelity with which he treats it" . . . "The reader who talks neither up nor down to his audience, but with whom they enter into a common aesthetic experience, may be sure of their appreciation."

In her preface Miss Herendeen speaks of the human need of the ministry of poetry, and ventures to hope that this book may serve to foster reading aloud in the home, the interpretation of poetry in the schools, and a return of the vogue of reading in public.

I call to your attention valuable information at the end of the text in Appendix I, Selections Suggested for Interpretation and Appendix II, Bibliography, Anthologies, and the Index with Glossary.

Elsie Grace Nichols

FUNDAMENTALS OF SPEECH*

By Roy C. McCall
Chairman, Department of Speech
College of the Pacific, Stockton, California

I have just finished reading *"Fundamentals of Speech"* by Dr. Roy C. McCall. The title may not attract you because you are thinking it is merely *another text* on fundamentals. That's where you are wrong! *It is not just another text.* It is different.

Its simple and fascinating style makes the reading a delight. You find yourself relaxing as your read and actually checking over your last talk in public—and getting down to business about the next one. This natural and clear treatment of subjects throughout the text, with definite assignments for practice, makes it possible for any reasonably intelligent student to become a capable and accomplished speaker, merely by *reading* and *doing* the suggested work.

Dr. McCall explains in his preface: "The text does not assume to be final. It is the form which has thus far developed out of years of classroom trial and testing. It is not the result of one person's thinking, but of group teaching and discussion and exploration."

You may like to see the chapter headings:

I. Introduction
II. Subject, Topic, Thesis, Title
III. The Four-Part Speech, Main Heads Examples
IV. The Process of Transition
V. Developmental Materials
VI. Introducing the Speech and the Speaker
VII. Making Announcements
VIII. Use of Language
IX. The Visible Aspects of Speech
X. The Audible Aspects of Speech
XI. Reading Aloud
XII. Parliamentary Procedure
XIII. Group Discussion
XIV. Patterns of Organization

Dr. McCall says he is in the process of developing the text by writing it, using it and revising it. Copyright 1941, latest revision 1946.

Elsie Grace Nichols

*Privately printed by the Author.

THE "BACKGROUND BOOKS"

Each year one of the outstanding publications on the high school topic is the Marquette University "Background Book," published by the Varsity Debate Researchers, Inc., under the direction of Hugo Hellman.

Advertisements for this book have been appearing in *The Debater's Magazine,* and probably few readers are not at least familiar with the name. But we wonder how many readers know just how useful this book really is. For those who haven't examined earlier editions, we'd like to clear our throats a few times and come out with a sales talk.

First of all, the "Background Book" is produced by a man who has proved himself one of the country's best qualified authorities in the field. Dr. Hellman is not only editor of the "Background Book," but also director of the School of Speech at Marquette university and editor of the high school section of *The Debater's Magazine.* Dr. Hellman knows his subject, and the "Background Books' are exactly the quality one would expect.

Second, the books are written from the viewpoint of coach and debater. A great deal of factual material is presented, but of particular value is the emphasis on the correct application of the material. He does not tell the debater what case to use, but he does point out the alternatives and the strengths and weaknesses of each possibiilty. He also makes numerous suggestions with regard to debate technique; these suggestions are thoroughly reliable and may be applied without hesitation. Last years' book, for instance, has enough "meat" in it to justify half a dozen readings.

The books carry with them a feeling of practicality, a feeling that *here* is the way debating is actually done. Carroll P. Lahman and others have characterized this book as "one of the very best in the high school field." We heartily endorse that viewpoint and recommend the "Background Book" without reservation to readers of *The Debater's Magazine.*—G. M. M.

PALESTINE: JEWISH HOMELAND?

Compiled by *Julia E. Johnsen*

Reference Shelf V. 18 No. 6 H. W. Wilson Co., N. Y.

The problem of Palestine and its relation to world peace is before us in glaring headlines. It may seem a simple matter to say that the persecuted Jews in Europe todaly can find a home in Palestine, which will settle the whole matter, but—we find it is not that simple.

How much do you know about the true situation? If you wish to be informed get hold of this latest reference shelf book in which Julia E. Johnsen has brought together the facts concerning the past of Palestine and developments in that land up to the present time.

The Background and Problem—Here you are on the threshold of the conflict, a conflict arising from certain promises made by the British government to the Arab nationalists and to Jewish leaders of the Zionist movement during the first world war. Take a look at "The Near East: Yesterday and Today" with William Robert Taylor. Listen to the reports from German concentration camps to find out what the Jewish survivors themselves have to say. "Must the Jews Quit Europe?" " Soviet Russia, the Jews and Palestine." Under these headings you soon get into the heart of the problem.

Palestine as a Jewish Homeland—In this section the Zionists present their own case. Not only do they state their case; their interpretation of British promises is clearly placed before you.

The Balfour Declaration of 1917 may have been published to win over Jewish support for the cause of the Allies, however, its intent was "to establish a national home for the Jews in Palestine." Every British government during the last 25 years has reaffirmed the Balfour Declaration. What, then, stands in the way of the final realization of this Jewish homeland and commonwealth in Palestine? THE ARAB.

The Arab Claim to Palestine—Here the Arab leaders present their claim to Palestine. Back over the years for 25 centuries Palestine has been an integral part of Syria. According to Aris S. Malouf, president, Syrian and Lebanese American Federation of the Eastern states, "Syria is determined that the Balfour Declaration and Congressional Resolutions based upon it shall not be the final chapter in the history of Palestine or binding on either Syria or Palestine."

And so—you are brought face to face with the dilemma in Palestine. National state seems to have been an innate Arab desire of long standing and this national state includes *Palestine.* As these Arab leaders go back in history for the details of their case, we come to the protocol drawn up in 1915, stating conditions on which the Arab leaders would be willing to cooperate with Great Britain against Turkey. Was Palestine in the Arab territory recognized by Great Britain at that time? Read the McMahon correspondence, suggested here.

Miss Johnsen has offered the arguments of 29 outstanding authorities in support of the proposed solutions of this complicated problem.

The bibliography at the end is invaluable as an aid to further study on the subject.—E. G. N.

NATIONAL TOURNAMENT WINNERS

Continued from Page 116, Column 2

1932 Francis Perkins, Kingman High, Peoria, Ill.
1933 Caryl Arnold, Grand Rapids, Minn.
1934 Karol Visser, Granite City, Ill.
1935 Caroline Groves, Webster City, Iowa
1936 Julia Pitchford, Granite City, Ill.
1937 Julia Pitchford, Granite City, Ill.
1938 Dick Goodman, Lincoln, Ill.
1939 Bob Ray, Davenport, Iowa
1940 Jean Swidensky, Central High, Oklahoma City, Okla.
1941 Irving Barnes, Canton-McKinley, Ohio

Along the Tournament Front

THE FEATURED TOURNAMENT—WEST POINT MILITARY ACADEMY INVITATIONAL

THE POST-WAR return to college is reviving the interest in forensics, restoring old tournaments which suspended during the war, and initiating new ones which are succeeding old forms of activity or associating new rivals in new organizations. Many tournaments are old—as old as the movement—standbys in the forensic world. Among these are: The Linfield tournament, the Savage Forensic tournament, the Grand Eastern, the Mid-West, the Mid-South, the Southern California Tournament association, the Western Speech, the Southern Speech, the Pi Kappa Delta Province tournaments, the Iowa University and Nebraska University meets, and many others. Around and in between these are clustered the state meets, and various invitational affairs, some of which are regular events and some spasmodic and irregular.

This year new tournaments are appearing, two of which we mention as they are ushering debate tournaments into a region of the country not given over to this type of activity before the war—New York and New England. A new tournament takes the place of the old league in New England and was held for the first time at Massachusetts Institute of Technology. The second was a repeat event ushered in by West Point Military academy. We are printing in this issue pictures of this event. Below we give an account of it.

The first New England Debate tourney was held at Massachusetts Institute of Technology April 26-27. This took the place of the New England division of the Eastern Intercollegiate Debate league which operated before the war. Institutions entering teams were Mount Holyoke, Vermont, Boston university, Bates, Dartmouth, Holy Cross, Wesleyan, Massachusetts Institute of Technology, Maine, Brown, Clark, and Worcester Tech. The latter three, however, were unable to compete. The tourney was won by Bates college with a record of eight wins and two losses. Dartmouth college was second. The Bates affirmative team of Donald Day and Norman Temple won all its debates and Mr. Harrington was selected as the best speaker of the tourney. All the Bates men were returned veterans. Mr. Harrington was on the Bates team which won the last championship of the Eastern Intercollegiate Debate league in 1940. The proposition for debate was: That Congress should enact legislation providing for the Compulsory Arbitration of All Labor Disputes when Voluntary Methods of Settlement have failed, constitutionality conceded.

After four rounds of hard-fought contests, the second annual West Point Invitational Debate tournament turned into an Army-Navy battle which saw the Naval academy's Jack Jones and Bill Crowe shade West Point's defending champions, Don Dreier and George Dell, by a 3-to-2 margin. An audience of over 600 officers, cadets, and visiting debaters was present as Major Gen. Maxwell D. Taylor, superintendent of the Military academy, awarded the championship trophy after a weekend of intercollegiate debates in which 16 universities and colleges participated.

In the single preliminary seeding round Crowe and Jones were ranked No. 2 team with 132 points out of a possible 160, a single point behind Dreier and Dell of Army. Iowa, Princeton, Harvard, Pennsylvania, Yale, Susquehanna, Ohio State, Columbia, North Carolina, Boston, Penn State, Chicago, MIT, and Temple followed in that order.

The upper eight teams were then paired against the lower eight, a single defeat eliminating from that point on. Navy defeated Columbia, Pennsylvania, and Princeton to gain the finals; Army eliminated Ohio State, Harvard, and Iowa.

Crowe and Jones both hail from Oklahoma City, Okla., and their high school team placed as national high school champions in 1941. Dreier from Laurens, Iowa, and Dell of Huntington Park, Calif., both high school state champions, attended Iowa university and the University of Southern California, respectively, before entering the Military aacademy.

Page 121, Top Picture—Major General Maxwell D. Taylor, Superintendent of the Military Academy,, presents the West Point Trophy to Midshipmen Jones and Crowe of the United States Naval Academy.

Page 121, Lower Picture — In a preliminary round, Midshipman Jones, of Navy points out a fallacy in the arguments of University of Pennsylvania debaters Samuel Shuman and Franklin Kahn.

TOURNAMENT RESULTS, 1946

ARKANSAS

Mid-South Tournament, Arkadelphia, Dec. 7-8:

Sweepstakes: Ouachita college. 2nd, tie, N. T. T. C. and N. La. S. C.

Debate: Men, Ouachita college. Novice debate, Ouachita college.

Women: 1st, Southeastern, Durant, Okla.; 2nd, N. Tex. T. C.

Junior Men: 1st, tie, N. La. State, 2 teams.

Novice: 1st, Centenary, men; 2nd, Ouachita college. lege.

CALIFORNIA

S. Calif. Tourn. Ass'n, Pomona Coll., Dec. 7-8:

Previously reported.

Western Ass'n Tournament, L. A. City College, April 19-20:

R. D. Mahafey, director. Contests in debate, oratory, extempore, impromptu.

Pi Kappa Delta Invitational, Coll. of Pacific, Stockton, April 11-12-13:

Debate

Division A

Men: 1st, Julber-Mankiewiez, U. C. L. A.; 2nd, Fox-Sewell, Pepperdine; 3rd, Bean-Kercherville, Pepperdine and Furtado-Pederson, C. O. P.

Women: 1st, Norcop-Carmen, U. S. C.; 2nd, Loschen-Bowers, W S. C.; 3rd, Pierson-Clinger, W. S. C.

1-Man: 1st, Norman Schut, C P. C..; 2nd, Lyle Lindelein, C. P. S.; 3rd, Milton Dobkin, U. S. C. and and Dolinsky, U C L A

Division B

Men: 1st, Morrison-Mackey, C. O. P.; 2nd, Reece-Logan, U. C. L. A.; 3rd, Whitmeyer-Rockham, Weber, and McNary-Norton, C. P. S.

Women: 1st, Fiske-Kipper, C. P. S.; 2nd, McBride-Meves, Linfield, ; 3rd, Ludlow-Gelatt, C. O. P.

Oratory

Division A

Men: 1st, Don Cate, Pacific U.; 2nd, Mel Kassan, Oregon State; 3rd, Dick Pederson, C. O. P.

Women: 1st, Virginia Rice, Pepperdine; 2nd, Pat Corwin, C. O. P.; 3rd, Anita Norcop, U. S. C.

Division B

Men: 1st, Wallace Perry, Santa Barbara; 2nd, Wilbur Reece, U. C. L. A.; 3rd, Roy Dancer, Linfield.

Women: 1st, Kay Karnopp, Willamette; 2 nd, Margaret Wheeler, Santa Barbara; 3rd, Sara Ann McBride, Linfield.

Extemp

Division A

Men: 1st, Milton Dobkin, U. S. C.; 2nd, Don Cate, Pac. Univ.; 3rd, Konigsburg, U. S. C., and Gould, U. S. C.

Women: 1st, Marjorie Sewell, Pepperdine; 2nd, Doris Pierson, W. S. C.; 3rd, Mary Spancs, C. O. P.

Division B

Men: 1st, Robert Mackey, C. O. P.; 2nd, Klipper, U. C. L. A.; 3rd, Paul Koch, Linfield.

Women: 1st, Sara Ann McBride, Linfield; 2nd, Kay Karnopp, Willamette; 3rd, Barbara Ellis, C. O. P.

Impromptu

Division A

Men: 1st, Kercherville, Pepperdine; 2nd, Dick Pederson, C. O. P.; 3rd, Mel Kassan, Oregon State.

Women: 1st, Anita Norcop, U. S. C.; 2nd, Rachel Hansen, U. S. C.; 3rd, Ethel Bowers, Washington State.

Division B

Men: 1st, Roy Dancer, Linfield; 2nd, Ed Morrison, C. O. P.; 3rd, Bob English, C. O. P.

Women: 1st, Arlene Ludlow, C. O. P.; 2nd, Helen Singer, P. U.; 3rd, Harriet Fiske, C. P. S.

IDAHO

Inland Empire J. C. Tournament, Univ. of Idaho, Moscow, Jan. 11-12.

ILLINOIS

Western Conference Men's Tournament, Northwestern Univ., April 5-6.

Western Conference Women's Meet, Northwestern University, Jan. 25-26:

Discussion subject, Social Security, 4 rounds.

Debate: Extension of Social Security, 4 rounds.

Meet at Minnesota next year with different discussion and debate subjects.

Interstate Oratorical contests, Northwestern University, Evanston, Ill., April 25-26.

Illinois Intercollegiate Oratorical Ass'n, Eureka Coll. Feb. 15-16:

Men's oratory: 1st, Kenneth Bryson, DeKalb T. C.; 2nd, Tom Basich, Augustana college; 3rd, Brooks Sanders, Wheaton.

Women's Oratory: 1st, Lou Ann Lloyd, Ill. Weslayan; 2nd, Margaret Tomlinson, Lake Forrest; 3rd, Marjorie Johnson, Ill. State Normal.

Men's Extempore: 1st, Arthur Lewis, Wheaton; 2nd, Herman Siedschlog, North Central; 3rd, Wendell Wright, Ill. State Normal.

Women's Extempore: 1st, Winifred Barnes, Eureka; 2nd, Mary Jane Eaton, Northern State Teachers; 3rd, Ella Anderson, Wheaton.

INDIANA

Manchester College Tournament, North Manchester, Feb. 22-23.

Indiana State Teachers' College Tournament, March 1-2:

Events: Debate, discussion, newscasting, oratory for men and women. 28 colleges from eight states.

IOWA

Iowa Intercollegiate Forensic Ass'n, Coe Coll., Cedar Rapids, Mar. 15-16:

Nine colleges. Events: Debate, oratory, radio, after-dinner speaking, extempore, discussion, reading. Cunera Van Emmerik, director.

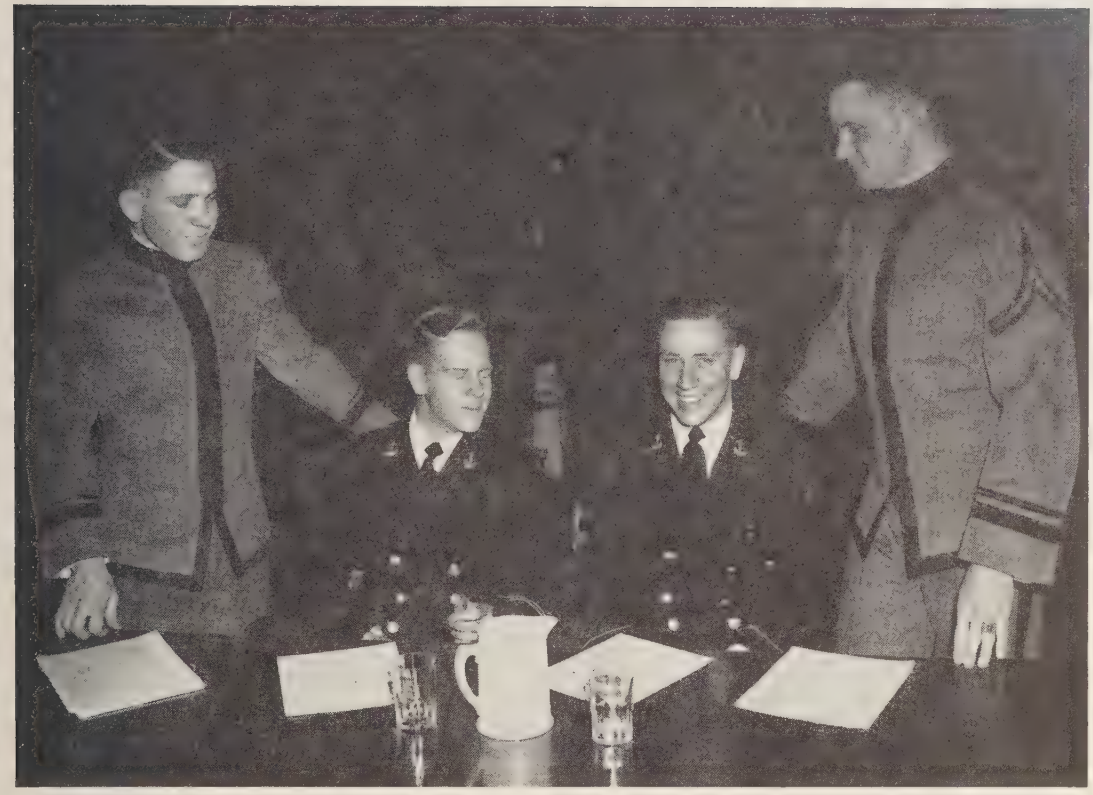
KANSAS

14th Annual St. John's College Tournament, Winfield, Mar. 8-9:

Debate: 1st, Kansas Univ.; 2nd, Southwestern Coll.

Oratory: 1st, Orville Roberts, K. U.; 2nd, Dodge City J. C.

Extempore: 1st, Orville Roberts, K. U.; Margaret Chapman, Southwestern.



Finalists in the West Point Tournament were (left to right) Cadet George Dell, of Huntington Park, Calif., Midshipmen Jack Jones and William Crowe, of Oklahoma City, Okla., Cadet Donald Dreier, of Laurenz, Iowa.

Impromptu: 1st, Orville Roberts, K. U.; 2nd, Jean Moore, K. U.
Oratory Dec.: 1st, James Groerich, St. John's; 2nd, Dodge City J. C.
Story telling: 1st, Springfield Teachers; 2nd, Springfield Teachers.
Book Reviewing: 1st, Orville Roberts, K. U.; 2nd, Dodge City J. C.

Pittsburgh State Teachers H. S. Meet, Nov. 16-17:
22 teams. On military training.

MASSACHUSETTS

New England Intercollegiate Tournament, Mass. In. of Tech., Cambridge, April 26-27:
See report above.

Dartmouth College Tournament, May 17.

MICHIGAN

Michigan State Tournament, Mich. State Coll., Feb. 16:
Debate: Albion, Hope and Wayne, winners.

MINNESOTA

Red River Valley Tournament, Concordia Coll., Feb. 7-9:
Debate: Men: 1st, River Falls T. C.; 2nd, River Falls T. C.
Debate: Women: 1st, Macalester Coll.; 2nd, Eau Claire T. C.
Men's oratory: Louis M. Daniel. Women's oratory: Joan Heinz, Concordia.
Men's Extempore: 1st, Arnold D. Wasson, Ellendale T. S. No. Dak.
Women's Extempore: 1st, Norma Lillo, Concordia.

College of St. Thomas Tournament, St. Paul, Mar. 15-16:
50 teams from seven states.
Debate: Women: 1st, Concordia; 2nd, Augustana, Ill.

MISSOURI

Mid-West Forensic Tournament, Kirksville, Mo.

NEBRASKA

Nebraska Intercollegiate Forensic Ass'n,, Wesleyan, Lincoln, March 15-16:
Debate: Men: 1st, Wesleyan; 2nd, tie, Kearney State and Doane.
Debate: Women: 1st, Wesleyan; 2nd, Hastings.
Ooratory: Men: 1st, Bob Parkins , Kearney State;

2nd, Juan Illueca, Wesleyan. Women: 1st, Ella Mae Sizer, Kearney; 2nd, Jean O'Connell, Wesleyan.

Discussion: Men: A. Jim Ross, Doane; Bernard Prott, Wesleyan; Frank Bell, Kearney, all tied. B. E. Saunders, Doane; H. Schloss, Wesleyan; B. Field, Omaha; J. Mitchell, Kearney.

Discussion: Women: Dona Johnson, Wayne; Enid Rudd, Wesleyan; Joan Kramer, Hastings.

Extempore: Men: 1st, John Mitchell, Kearney; 2nd, John Low, Wesleyan; 3rd, Chester Dillie, Omaha.

Univ. of Nebraska Tournament, Lincoln, Feb. 22-23:

71 debate teams; 10 in discussion, 17 oratory, 19 extempore, 13 newscast. 28 colleges from 11 states.

Debate: Superior rating, 9 teams from Nebraska U., Iowa U., Northwestern U., Marquette U., Wheaton Coll., Kansas U., and Morningside Coll.

Oratory: Betty Jean Clark, Northwestern; Geraldine McKinsey, Nebraska; John Mitchell, Kearney State T. C.

Radio Newscasting: Vernon McGuire, Wichita Univ.

Extempore: Alvin Goodspeed, Marquette Univ.; Gene Moore, Kan. Univ.; Earl Pollack, Morningside Coll.; Avrum Bondarin, Nebraska.

NEW YORK

West Point Tournament. See above.

NORTH CAROLINA

South Atlantic Tournament and Southeastern Tournament combined, Lenoir Rhyne Coll., Hickory, N. C., Mar. 7-9:

Debate: Men: Univ. of Florida.

14th South Atlantic and Southeastern Combined Tournaments, Hickory, N. C., Mar. 7-9:

62 debates, 27 affirmative and 35 negative decisions.

Debate: 1st, Univ. of Florida. Women: 1st, Carson Newman Coll.

Oratory: Men: Talmadge Narron, U. of N. C., 2nd, J. L. Peeler, Lenoir Rhyne. Women: 1st, Vivienne Poteat, Lenoir Rhyne; 2nd, Betty Gaither, Lenoir Rhyne.

Situation Oratory: Men: 1st, J. Taylor, U. of N. C.; 2nd, Jasper Smith, Lenoir Rhyne. Women: 1st, Jane Lohr, Lenoir Rhyne; 2nd, Jean Foltz, Lenoir Rhyne.

Extempore: Men: Leon McKim, Univ. of Fla.; 2nd, George Moss, Univ. of Fla. Women: Margaret Vedder, Lenoir Rhyne; 2nd, Jean Foltz, Lenoir Rhyne.

Impromptu: Men: 1st, John Crews, Univ. of Fla.; 2nd, George Moss, Univ. of Fla. Women: 1st, Bobbie Yount, Lenoir Rhyne; 2nd, Leona Baxter, Lenoir Rhyne.

After-Dinner Speaking: Men: Leon McKim, Univ. of Fla.; 2nd, Don Shields, Univ. of So. Car. Women: 1st, Jane Lohr, Lenoir Rhyne; 2nd, Margaret Vedder, Lenoir Rhyne.

Poetry Reading: 1st, Vivienne Poteat; 2nd, Jean Foltz, Lenoir Rhyne.

Radio Poetry Reading: 1st, Christine Huddle, Lenoir Rhyne; 2nd, Margaret Vedder, Lenoir Rhyne.

Radio Newscast: Men: 1st, Don Shields, U. of N. C.; 2nd, E. M. Braswell, U. of N. C. Women: 1st, Vivienne Poteat, Lenoir Rhyne; 2nd, Frances Roden, Carson-Newman.

Address Reading: Men: 1st, E. M. Braswell, U. of N. C.; 2nd, Hoyle Whiteside, Lenoir Rhyne.

Radio Address: Men: 1st, E. M. Braswell, U. of N. C.; 2nd, Don Shields, U. of N. C.

Radio Extempore: Men: 1st, Don Shields, U. of N. C.; 2nd, J. L. Peeler, Lenoir Rhyne. Women: 1st, Christine Huddle, Lenoir Rhyne; 2nd, Leona Baxter, Lenoir Rhyne.

Problem solving: Men: 1st, John Crews, U. of Fla.; 2nd, tie, George Moss, U. of Fla., and James Taylor, U. of N. C. Women: 1st, Patti Booher, Roanoke; 2nd, Vivienne Poteat, Lenoir Rhyne.

OKLAHOMA

East Central S. T. C. Tournament, Ada, Nov. 30-*Dec.* 1:

40 teams. Sweepstakes: Okla. Univ. N. T. S. T. C., Drury, Bethany, Phillips, and S. E. Okla. T. C. Individual winners: Jim Brown, Phillips Coll.; Howard Friedman, Okla. U.; Norris Fellows, Drury; Ray Corvin, Okla U., and Bill Rust, East Tex. T. C.

Women: Juadina Brock Stallings, Durant T. C.; Veta Jo Cullen and Grace Schmidt, Okla. U.; Dawn Hawley and Jane Teipel, No. Texas.

17th Annual Savage Forensic (the Victory tournament), Durant, Okla., Feb. 28-*Mar.* 1-2:

Institutions entered: Drury college, U. of Arkansas, Bethany - Peniel college, Southwestern U., Abilene Christian college, Southwestern Institute of Technology, East Texas S. T. C. Texas Christian U., Muskogee Jr. college, Southwest Missouri S. T. college, Harding college, Okla. Baptist U., Southwestern La. Institute, St. John's college, Northwestern State college of La.; Cameron Jr. college, Northeastern State College of Okla., Southern Methodist U., Hardin-Simmons U., Henderson S. C. of Ark., Tulsa U., East Central State College of Okla., Phillips U., Baylor U., Arkansas S. T. C., North Texas S. T. C., Southeastern State college, Oklahoma university, Alabama College for Women.

Debate teams: Senior college division: Men, 19 teams; women, 10 teams. Junior college division: Men, 27 teams; women, 14 teams. Mixed division: 10 teams.

Contestants in individual contests: Public discussion, 29. Book review, 12. Story Telling, 18. Impromptu Speech, 30. Poetry Reading: men, 26; women, 37. Bible Reading, 44. After-Dinner Speaking, 32. Radio Speaking: Men, 28; women, 28. Oratory: Men, 23; women, 12. Extemp.: Men, 44; women, 23. Institutional Toast, 16.

Winners in debate:

Senior college: Men: 1st, Baylor U., team, Charles

Wellborn, Charles McGregor. 2nd, Drury college, team, Norris Fellows, Virgil Anderson. Women: Three teams from Southwestern La. Inst. went into the semi-finals. Since all three teams were from the same institution the other rounds were not run off. The teams were: 1st, Beverly Dalferes, Dot Hilliard; 2nd, Judith Mouton, Marvelle McMillan; 3rd, Mamie Jo Sandefur, Anna Givens.

Junior college: Men: 1st, Baylor U., team, Calvin Webb, Robert Alcorn; 2nd, Abilene Christian college, team, Bob Farrar, Bill Fain. Women: 1st, S. M. U., team, Virginia Brannan, Ruth B. Rimmer; 2nd, East Cenral State college, team, Thelma E. Hokey, Barbara Hansard.

Mixed debate: 1st, Bethany-Peniel college, team, Deward Finch, Earlene Johnson; 2nd, Southwestern La. Inst., team, Edmond Reggie, Fannie DeJean.

Winners in individual contests:

Men's oratory: 1st, Charles Wellborn, Baylor U.; 2nd, Robert D. Alcorn, Baylor U.; 3rd, Eddie S. Gausted, Baylor U.

Women's oratory: 1st, Fannie L. DeJean, S. L. I.; 2nd, Elizabeth Crawford, North Texas; 3rd, Marvelle McMillan, Southwestern La. Inst.

Men's Poetry: 1st, Jim Brown, Phillips U.; 2nd, Ray Corvin, Okla. U.; 3rd, James W. Nichols, Abilene Christian college.

Women's Poetry: 1st, Elaine Sanford, Bethany-Peniel; 2nd, Fannie DeJean, Southwestern La. Inst.; 3rd, Myra Jean Guthrie, Southwestern State.

Bible Reading: 1st, Jim Brown, Phillips U.; 2nd, Fay Kirkpatrick, Abilene Christian college; 3rd, Bill Baker, Harding college.

Story Telling: 1st, Juadina Stallings, Southeastern S. C.; 2nd, Pat Wise, Southweast Mo. S. T. C.; 3rd, Betty Wagner, St. John's college.

Book Review: 1st, Charles Jones, Texas Christian U.; 2nd, Juadina Stallings, Southeastern State; 3rd, Addie Lou Parris, Alabama College for Women.

Public Discussion: 1st, Edmond Reggie, S. L. I.; 2nd, Juadina Stallings, Southeastern State, 3rd, Vern Rossman, Phillips U.; 4th, T. W. McCown, Southwestern Inst. of Tech.; 5th, Jim Brown, Phillips U.

Impromptu Speech: 1st, Juadina Stallings, S. S. C.; 2nd, Ben Hearn, Texas Christian U.; 3rd, Bill Smith, Harding college.

After-Dinner Speaking: 1st, Max Kirkland, Southwestern Inst. of Tech.; 2nd, T. W. McCown, S. Inst. of Tech; 3rd, Beverly Dalferes, S. L. I.

Men's Radio: 1st, Jim Brown, Phillips U.; 2nd, Edmond Reggie, S. L. I.; 3rd, Max Kirkland, Southwestern Inst. of Technology.

Women's Radio: 1st, Barbara Hansard, East Central; 2nd, Joan Taylor, Tulsa U., 3rd, Marianna Parsons, Alabama College for Women.

Men's Extemp: 1st, Jim Brown, Phillips U.; 2nd, Ben Hearn, T. C. U.; 3rd, Charles Wellborn, Baylor U.

Women's Extemp: 1st, Betty Massman, Okla. U.; 2nd, Melba Shelby, Okla. Baptist university; 3rd, Ruth Rimmer, S. M. U.

Institutional Toast: 1st, Janie Teipel, North Texas State; 2nd, Troy Knowles, O. U.; 3rd, Addie Lou Parris, Alabama college; 4th, Edmond Reggie, S. L. I.; 5th, Lou Ellen May, Southeastern State college.

Short Story: 1st, Dot Hilliard, S. L. I.; 2nd, Beverly Dalferes, S. L. I.; 3rd, T. W. McCown, Southwestern Inst. of Tech.

Original Poetry: 1st, Beverly Dalferes, Southwestern La. Inst.; 2nd, Dot Hilliard, S. L. I.; 3rd, Elaine Sanford, Bethany-Peniel.

Sweepstake trophy for the contests on Thursday and that for contests on Friday and Saturday both are awarded to Southwestern La. Inst. by a large margin of points.

It is gratifying to note that nearly all the institutions competing won points in some contest.

Jim Brown, Phillips U., won the highest number of points in the men's division of individual contests while Juadina Stallings of Southeastern State college won the highest number in the women's division of individual contests.

OREGON

14th Annual Linfield Tournament, McMinnville, Ore., Mar. 2-3:

Men's Interpretative Reading: 1st, Don Cate, Pacific U.; 2nd, Mel Kassan, Oregon State Coll.; 3rd, John Menge, U. of Idaho.

Women's Interpretative Reading: 1st, Rachael Hansen, U. S. C.; 2nd, Margaret Allen, Willamette U.; 3rd, Addyse Lane, Willamette U.

Senior Men's Oratory: 1st, Don Cate, Pacific U.; 2nd, Ralph Breshears, Whitman Coll., and Timothy Harvey, Oregon State Coll., tie.

Senior Women's Oratory: 1st, Virginia Rice, George Pepperdine Coll.; 2nd, Bernice Murray, Oregon State Coll.; 3rd, Patricia Wallace, Oregon State Coll.

Junior Men's Oratory: 1st, Mel Kassan, Oregon State Coll.; 2nd, Howard Zimmerman, Northwest Nazarene Coll.; 3rd, Lester Scott, Pacific U.

Junior Women's Oratory: 1st, Pat Corwin, College of the Pacific; 2nd, Virginia Robinson, Oregon State Coll.; 3rd, Sara Ann McBride, Linfield Coll.

Senior Men's Extemp: 1st, Norman Schut, College of Puget Sound; 2nd, Logan Fox, George Pepperdine Coll.; 3rd, Manuel Furtado, College of the Pacific.

Senior Women's Extemp: 1st, Marjorie Sewell, George Pepperdine Coll.; 2nd, Doris Pierson, Washington State Coll.; 3rd, Marguerite Spencer, Northwest Nazarene Coll.

Junior Men's Extemp: 1st, Al Kercherville, George Pepperdine Coll.; 2nd, Lloyd Settle, George Pepperdine Coll.; 3rd, Don Rowland, Oregon State Coll.

Junior Women's Extemp: 1st, Beverly McLucas, Seattle Coll.; 2nd, Jean Evans, Willamette U.; 3rd,

Helen Siner, Pacific U.

One-Man Debate: 1st, Norman Schut, College of Puget Sound; 2nd, Lloyd Settle, George Pepperdine Coll.; 3rd, Mark Andrews, Linfield Coll., and Beverly McLucas, Seattle Coll., tie.

Senior Women's Debate: 1st, Doris Pierson and Sidella Olinger, Washington State Coll.; 2nd, Helen Peterson and Barbara Dewey, Oregon State Coll.; 3rd, Emily Stanton and Patty Latourette, Whitman Coll.

Senior Men's Debate: 1st, Logan Fox and Marjorie Sewell, George Pepperdine Coll.; 2nd, Manuel Furtado and Richard Pederson, College of Pacific, and Ed Dowd and Marguerite Spencer, Northwest Nazarene Coll., and Robert Cox and Newton, Seattle Pacific Coll., tie.

Junior Women's Debate: 1st, Mary Spanos and Pat Corwin, College of Pacific; 2nd, Carol Andrews and Lotti Meves, Linfield Coll., Jean Tabor and Frances Ormandy, Oregon State Coll., Doris Humter and Barbara Sill, Seattle Pacific Coll., Gregory and Bowers, Washington State Coll., Frances Rhea and Geneva Ferguson, U. of Idaho, Corrine Engdahl and Kay Karnopp, Willamette U.

Junior Men's Debate: 1st, Al Kercherville and John Bean, George Pepperdine Coll.; Janice Loschen and Richard Downing, Washington State Coll.; 3rd, teams 51 C. P. S., 58 O. S. C., 59 O. S. C. 57 N. N. C., 70 S. P. C., 73 Weber, 74 Weber.

Senior Men's Impromptu: 1st, Logan Fox, George Pepperdine Coll.; 2nd, Norman Schut, College of Puget Sound,; 3rd, Don Cate, Pacific U.

Senior Women's Impromptu: 1st, Doris Pierson, Washington State Coll.; 2nd, Virginia Robinson, Oregon State Coll.; 3rd, Sidella Clinger, Washington State Coll.

Junior Men's Impromptu: 1st, Al Kercherville, George Pepperdine Coll.; 2nd, Lloyd Settle, George Pepperdine Coll.; 3rd, Timothy Harvey, Oregon State Coll.

Junior Women's Impromptu: 1st, Pat Corwin, College of the Pacific; 2nd, Corrine Engdahl, Willamette U.; 3rd, Doris Hunter, Seattle Pacific Coll.

Speech of Occasion: 1st, Marjorie Sewell, George Pepperdine Coll.; 2nd, Logan Fox.; George Pepperdine Coll.; 3rd, Rachael Hansen, U. S. C.

After-Dinner Speaking: 1st, Lloyd Settle, George Pepperdine Coll.; 2nd, Richard Pedersen, College of Pacific; 3rd, Kay Karnapp, Willamette U.

TEXAS

Province of Lower Mississippi, Baylor U., Waco, April 11-13:

Debate: Men: 3-way tie, Baylor U., T. C. U., Okla. Baptist U.

Debate: Women: 17 teams, 3-way tie, Mary-Hardin Baylor, Southeastern State T. C., Southeastern State team 2.

Debate: Junior Div. Men: 3-way tie, Tulsa U., East Central State, East Central State team 2.

Poetry Readings: Men: 1st, Bob Jordan, Baylor U.; 2nd, Pete Richeson, East Central Coll. and Thomas Dixon, Baylor U.

Poetry Reading: Women: 1st, Anna Elizabeth Haynes, Mary Hardin-Baylor U.; 2nd, Elizabeth Harris, Baylor U., and Paulette Hays, Trinity U.

Impromptu: Men: 1st, Ben Hearn, T. C. U.; 2nd, James Wiley, Baylor U.; 3rd, John Garlock, Tulsa U., and Charles McGregor, Baylor U.

Impromptu: Women: 1st Juadina Stallings, Southeastern State Coll.; 2nd, Bonnie Northrup, Mary Hardin-Baylor U.; 3rd, Marilyn Carroll, La. Tech.

Oratory: Men: 1st, Robert Alcorn, Baylor U.; 2nd, W. C. Rucker, T. C. U.; 3rd, Eddie Gaustad, Baylor U.

Oratory: Women: 1st, Betty Jo Sheppard, La. Tech.; 2nd, Juadina Stallings, Southeastern State; 3rd, Rachael Shannon, La. Coll.

Extemp: Men: 1st, Corbitt Rushing, Okla. Baptist U.; 2nd, Charles McGregor, Baylor U.; 3rd, Bill Rust, East Texas S. T. C.

Extemp: Women: 1st, Mary Hamilton, Mary Hardin-Baylor U.; 2nd, Juadina Stallings, Southeastern State; 3rd, Bonnie Northrup, Mary Hardin-Baylor U.

After-Dinner Speaking: 1st, Warren Hultgren, Hardin-Simmons; 2nd, Robert Mannix, Tulsa U.; 3rd, Charles McGregor, Baylor U.

Outstanding man in individual contests, Ben Hearn, T. C. U.

Outstanding woman in individual contests, Juadina Stallings, Southeastern S. C.

T. A. Houston was reelected provincial governor for two years, and Emagene Emory of Mary Hardin-Baylor college was elected lieutenant governor.

Trinity Univ. aTexasQ *Forensic Meet Dec.* 7-8, *second year*:

100 participants, 10 colleges. Events: Debate, poetry reading, extempore and after-dinner speaking.

Excellent, Mary Hardin-Baylor, 1 team; P. D. C., Debate: Superior, Southwestern La. Inst., t wo teams. one team; S. L. I., one team. Junior division: Texas A. and I, one team; excellent, S. M. U., one team; Trinity, one team.

Poetry Reading: 1st, aFnnie DeJean, S. L. I.; 2nd, Edmond Reggie, S. L. I.; 3rd, June Shulz, S. L. I. Junior division: 1st, Betty Schiebl, I. W.; 2nd, Lolette Thomas, Texas A. and I.; 3rd, Betty McGibony, I. W.

Extempore: 1st, James McBath, P. D. C.; 2nd, Edmond Reggie, S. L. I.; 3rd, tie, Bonnie Northrup and Mary Hamilton, both of Mary Hardin-Baylor. Junior division: 1st, Margaret Bruce, I. W.; 2nd, Jane Laflin, I. W.; 3rd, R. F. Conklin, S. M. U.

After-Dinner Speaking: 1st, James McBath, P. D. C.; 2nd, Paulette Hay, Trinity; 3rd, Edmond Reggie, S. L. I.

Tennessee State Intercollegiate Meet, Tennessee Tech., Cookeville, Jan. 31-*Feb.* 1:

6 colleges represented, 26 Aff. an d 22 Neg. decisions.
Debate, Men: 1st, Tenn. Tech; 2nd, Maryville Coll.
Debate, Women: 1st, tie, Maryville Coll. and Tenn. Tech.
Oratory, Men: 1st, Gene Cole, Carson-Newman; 2nd, James E. Brawshaw, Tenn. Tech.
Oratory, Women: 1st, Eda Holmberg, Tenn. Tech; 2nd, Mariannis Beales, Maryville.
Extempore, Men: 1st, Lloyd Middleton, Murfreesboro S. T. C.; 2nd, Bob Crawley, David Lipscomb Coll.
Extempore, Women: 1st, Jean Harris, Tenn. Tech; 2nd, Audria Stinger, Maryville.
Impromptu, Men: 1st, John Briggs, Maryville; 2nd, David McGregor, Bethel.
Impromptu, Women: 1st, Eda Holmberg, Tenn. Tech; 2nd, Betty Scudder, Tech., and Miriam Wickham, Maryville, tied.
After-Dinner Speaking, Men: 1st, Harold Davis, Bethal; 2nd, Bob Crawley, David Lipscomb. Women: 1st, Mariannis Beales, Maryville; 2nd, Sara Goodpasture, Tenn. Tech.

South Dakota Collegiate Forensic Ass'n Tournament, Mitchell, Feb. 16:
Sweepstakes: Augustana College.

Sioux Falls Practice Invitational Jan. 18-19:
Five rounds with five different types of speech and debate. Debates non-decision.
Extempore: 1st, Augustana College.

UTAH

Rocky Mt. Forensic League Meet, Brigham Young U., Dec. 6-8:
Practice tournament and extempore contest. Oratorical and after-dinner speaking.

WASHINGTON

Gonzaga, Spokane, Tournament Dec. 1:
4 local colleges., Washington State, Whitworth, Idaho State T. C., and Gonzaga.

PROVINCIAL TOURNAMENTS, 1946

Province of the Plains, Kearney, Neb., April 11-13, Maurice Hess, governor, McPherson, Kan.

Missouri and Illinois, joint, Millikin U., April 11-13, V. A. Utzinger, Waukesha, Wis., and J. Dale Welsch, Cedar Rapids, Ia.

Province of the Pacific, Apr. 11-13, Stockton, Calif.

Province of the Sioux, Yankton, S. D., April 5-6, George McCarty, Brookings, S. D.

Province of the Upper Mississippi, Evan E. Anderson, St. Peter, Minn.

The Lakes and the Southeast, joint, Georgetown, Ky., April 18-19, D. T. Burns, Berea, Ohio, and Herman Pinkerton, Cookeville, Tenn.

Province of the Lower Mississippi, Waco, Tex., April 11-13, T. A. Houston, Durant, Okla.

HIGH SCHOOL DIVISION

High school tournaments are of three types: State or district leagues usually in the N. U. E. A. system; National Forensic League districts, and invitational or open tournaments extended by host colleges.

N. U. E. A. and Invitational Section

CALIFORNIA

Modesto H. S. Freshman-Sophomore or Beginners' Meet, Modesto H. S., Director, Margaret Painter, Apr. 26-27:
Compulsory military training. Results not given.

Redlands N. U. E. A. Meet, March 29-30:
Debate: 1st, Alhambra H. S.; 2nd, 4-way tie, Brown Military academy two teams, Excelsior Union H. S., and Huntington Park H. S.
Oratory: 1st, Harry Sonnabaum, Hoover H. S., San Diego; 2nd, Gordon Gastil, Grossmont H. S.; 3rd, Dick Blades, Huntington Park.
Extempore: 1st, Dick Hodge, Huntington Park; 2nd, Richard Kelton, Beverly Hills H. S.; 3rd, Irving Parker, Hoover H. S., San Diego.
Oratory Dec.: 1st, Martin Schnitzer, Beverly Hills; 2nd, Maxine Dyers, Excelsior; 3rd, Herbert Shyer, Alhambra.
Humor Dec.: 1st, Melvin Isaacson, Beverly Hills; 2nd, Tom Krehbiel, Excelsior Union H. S.; 3rd, Bobbie Gould, Grossmont H. S.
Dramatic Dec.: 1st, Audrey Smith, Santa Monica; 2nd, Norman Willner; 3rd, Pat McClusky, San Bernardino.
Sweepstakes: 1st, Beverly Hills; 2nd, Excelsior Union; 3rd, Alhambra.

College of Pacific Tournament, Stockton, March 22-23.

State Meet, Bakersfield J. C., April 6:
Debate: 1st, Alhambra H. S.; 2nd, Sacred Heart H. S.
Oratory: 1st, Lynn Scott, Modesto H. S.; 2nd, Gordon Gastil, Grossmont.
Extempore: Richard Kelton, Beverly Hills; 2nd, Bill O'Connor, Sacred Heart.
Oratory Dec.: 1st, Martin Schnitzer, Beverly Hills; 2nd, Maxine Byers, Excelsior H. S.
Humor Dec.: 1st, Ed Walther, Santa Rosa.
Dram. Dec.: 1st, Norman Willner, Beverly Hills; 2nd, Audrey Smith.

OHIO

N. F. L. District Congress, Lehman H. S., April 18-20, *Canton*:
Three-day meet.
Gavel Winners: Hinterleiter, McKinley H. S., DeJohn, H. leader Senate: Sohner; House: Stults.

PENNSYLVANIA SCHEDULE

Oct. 27—Springdale tournament, novice debate.
Nov. 3—West View, speech events.
Nov. 10—Edgewood, debate and speech.
Nov. —Seton Hill, speech events.
Dec. 7—Calif. State Teachers' Coll., congress.
Jan. 16—St. Vincent, speech events.
Jan. 19—St. Xavier, debate.

Jan. 26—McKeesport, debate.
Feb. 9—Monessen, debate.
Feb. 16—St. Xavier, speech events.
Feb. 23—Bentleyville, debate.
Mar. 9—Monessen, speech.

NATIONAL FORENSIC LEAGUE SECTION

California District

Held at Alhambra H. S., Brother Alexander, chr.:
Debate: Brown Military academy; Alhambra H. S.
Original Oratory: Gordon Gastil, Grossmont; Gerald Smith, Santa Monica.
Extempore Speaking: Robert Conheim, Beverly Hills; Harold Mecham, San Bernardino.
Oratorical Dec.: Harold Mecham, San Bernardino; Joseph Zanetti, Sacred Heart.
Dramatic Dec.: Manya Shayan, Beverly Hills; Audrey Smith, Santa Monica.
Humorous Dec.: Melvin Isaacson, Beverly Hills; Florence Heinfelt, San Bernardino.
Trophy Points: Beverly Hills 57; Alhambra 49; Huntington Park 43; Excelsior Union 42.

Eastern Ohio District

Held at Canton-McKinley, C. M. Schindler, chr.:
Debate: Massillon; Canton-McKinley.
Original Oratory: Don Steiner, Canton-Lehman; June Daniels, Massillon.
Extempore Speaking: Chuck Sohner, Massillon; Mitzi Peterson, Canton-McKinley.
Oratorical Dec.: Harry Stults, Wooster; Mitzi Peterson, Canton-McKinley.
Dramatic Dec.: Jack Paramore, Massillon; Shirley Firestone, Canton-Lehman.
Humorous Dec.: Chris DeJohn, Ravenna; Jack Paramore, Massillon.
Trophy Points: Massillon 60; Canton-McKinley 58; Ravenna 55; Canton-Lehman 48.

Wisconsin District

Held at Marquette university and Carroll college, A. E. Melzer, chr.:
Debate: Sheboygan-North; Sheboygan-Central.
Original Oratory: Francis Havey, Marquette; Virginia Felton, Sheboygan-Central.
Extempore Speaking: David Evans, Sheboygan-North; Burton Lepp, Kenosha.
Oratorical Dec.: Virginia Felton, Sheboygan-Central; John Swetlick, Marquette.
Dramatic Dec.: Margaret Urban, Kenosha; Joseph Caldwell, Marquette.
Humorous Dec.: Carol Hanson, Sheboygan-Central; Mary Lou Kuehn, Sheboygan-North.
Trophy Points: Sheboygan-North 52; Sheboygan-Central 49; Marquette 47; Kenosha 45.

South Dakota District

Held at Mitchell, L. R. Kremer, chr.:
Debate: Winner, Wagner.
Original Oratory: Bill Dewald, Sioux Falls; Hanel Hunkin, Lead.
Extempore Speaking: Gale Prentice, Sioux Falls; Duane Gall, Mitchell.
Oratorical Dec.: Bill Dewald, Sioux Falls; Lawrence Sonneman, Sioux Falls.
Dramatic Dec.: Maureen Mashek, Sioux Falls; Kay Apperud, Vermillion.
Humorous Dec.: Buddy Goldstein, Sioux Falls; Walter Stedronsky, Wagner.
Poetry Reading: Patricia Wright, Mitchell; Dorine Vingness, Sioux Falls.
Trophy Points: Sioux Falls 42; Wagner 35; Mitchell 27; Gregory 23.

New England District

Held at Lewston and Portland, Maine, Nellie Mae Lange, chr.:
Debate: Lewiston, Shrewsbury.
Original Oratory: Nevins Curtis, South Hadley, Mass.; Caroline Buschmann, Lewiston, Me.
Extempore Speaking: Donald Marston, Lewiston, Me.; Rodolph Hamel, Lewiston.
Oratorical Dec.: Shirley Kaplan, Portland, Me.; John Flaherty, Portland-Cheverus.
Dramatic Dec.: Frank Grabowski, Laconia, N. H.; Ruth Hiebert, Lewiston.
Humorous Dec.: George Znadowsky, Laconia, N. H.; Elaine Butler, Lewiston.
Trophy Points: Lewiston 40; Laconia 39; Portland 28; Auburn 23.

Missouri District

Held at Missouri Valley College, Marshall, M. A. Markert, chr.:
Debate: Jennings, Independence.
Original Oratory: Marion Dougherty, Independence; Dorothy Welden, Maplewood.
Extempore Speaking: Howard Downs, Independence; Gordon Parks, Jennings.
Oratorical Dec.: Staley Lark, Jennings, Sam Highleyman, Sedalia.
Dramatic Dec.: Don Harris, Maplewood; Helen East, Maplewood.
Humorous Dec.: Al Hart, Maplewood; Bill Van Arsdale, Marshall.
Trophy Points: Independence 58; Maplewood 57; St. Louis Univ. H. S. 56; Jennings 50.

Tennessee

Held at Peabody Demonstration School, Nashville, Mrs. John B. White, chr.:
Debate: Jonesboro, Ark., Springfield, Tenn.
Original Oratory: Anne Sommerville, Memphis-Mesick; Gene Burrell, Sewanee Military.
Extempore Speaking: Nancy Gossage, Nashville-East; Billy Rawlins, Memphis-Tech.
Oratorical Dec.: Robert Hamlin, Nashville-Litton; Kyle Green, Nashville-Litton.
Dramatic Dec.: Milton Carney, Nashville-West; Annie Sommerville, Memphis-Messick.

Humorous Dec.: Tommy Seay, Dickson; J. W. Pilley, Memphis-Messick.

Trophy Points: Memphis-Messick 62; Nashville-East 49; Hillsboro 48; Sewanee 48; Memphis-Tech. 48.

Pennsylvania

Held at Carnegie Tech. and Geneva College, Albert L. O'Connor, Jr., chr.:

Debate: McKeesport, West View.

Original Oratory: William Mitchell, St. Vincent; Louis Bonnani, Springdale.

Extempore Speaking, boys: Joseph Schuckert, St. Vincent; Fred McAlpine, Monessen.

Extempore Speaking, girls: Helen Reskovac, McKeesport; Dorothy Milhizer, West View.

Oratorical Dec.: Delphine Force, Seton Hill; Jeannine Spatz, West View.

Dramatic Dec.: Ethel Sucre, Centerville; Duane Shaw, McKeesport.

Humorous Dec.: Albert Shiffler, Norwin; Robert Stanger, West View.

Trophy Points: West View 59; McKeesport 58; Monessen 57; Elizabeth Seton H. E. 42.

New Jersey

Held at St. Benedict's Prep., Newark, Rev. Thomas S. Long, chr.:

Debate: St. Benedict's Prep, Somerville.

Original Oratory: Robert Leyh, St. Benedict's; George Betts, Lock Haven, Pa.

Extempore Speaking: Albert Moriconi, Trenton Cath. Boys; Joseph Maron, Trenton Cath. Boys.

Oratorical Dec.: Eugene Waye, Trenton Cath. Boys; Nathaniel Zimskind, Trenton Central.

Dramatic Dec.: Albert Moriconi, Trenton Cath. Boys; Samuel Silipo, Trenton Central.

Humorous Dec.: Andrew Roberts, St. Benedict's Prep; Robert Teitelbau, Passaic.

Trophy Points: St. Benedict's Prep 52; Trenton Cath. Boys 45; Passaic 41; Good Counsel 40.

UNIVERSITY WOMEN LOOK AT POST-WAR RESPONSIBILITIES

Continued from Page 88

neer in fostering nursery schools and play schools to supplement the home. She may help make household employment a respected occupation by joining forces with the Household Training Center association that is organized for this purpose. Women should be serving on boards of directors of all kinds of educational institutions, especially public schools and colleges which offer training for women. Women should be serving in all kinds of health agencies. Mental health is one of the most important areas of knowledge that must be explored.

The Adult Education Council exists for the purpose of providing classes and study groups in any subject for which there is a demand, vocational and avocational.

DYER: I feel that qualified women ought to be on every state, county and city welfare and health board, and on boards of directors of local welfare agencies. More women should be preparing and equipping themselves to serve in these capacities such as in City Council, County Council, State Legislature, and the Congress of the United States. Women pay taxes, women spend money, women control almost as much wealth as men, so women should be just as alert and informed about taxes and the business world as men are. They influence the business world mightily in performing their tasks as consumers.

DOWDEN: And women will have to learn when pressure is brought to bear, and the going is rough, not to be discouraged. Heres' a spot in which we are touched by a pressure group; let's bring this discussion right down to our own tables—what about this state situation over not being able to color margarine? Who wants to eat the lard-like substance that is put out? What can be done about it? Are we to educate in color preference? I don't know that anyone should have the right to keep soy bean margarine away from me if I want to order it! .

DYER: Lobby problem. The only way to solve that is to have a consumer group as powerful as the farm block. Enrichment of flour is a similar problem.

Consumers group must first understand what farm block wants, how it works. If husband has to mix in coloring, he becomes interested, too.

RENSOHOFF: Another thing: women need contacts outside their homes to know there are two sides. Women in Cincinnati ought to be concerned *now* that candidates for school board are elected this fall.

RESSLER: Yes, in local and national affairs they should know their candidates. They should join the party of their choice, participate in its work; then keep the men in office informed of the constituents' opinions. It's an inefficient and tardy system to wait until a senator is elected and then *write letters!*

DYER: Andy they must learn to know a political machine— and not be naive or shocked—but work for improvement *within* the organization.

DOWDEN: There's a huge field for volunteer service—that will continue in peacetime.

RANSOHOFF: But so inefficient. You see, there are always five persons for one job—because they don't expect four of them to show up. Usually one paid worker can do what 20 volunteers will do.

DYER: You know, I like what Margaret Hickey of the War Manpower commission said when she was here: that it was her conviction that "no matter how adequate a woman may be as a politician or a dentist or a teacher or a secretary, unless she can look with an unintimidated eye at the kitchen stove and the after-dinner dishes, her education is incomplete." On the other hand, a splendid housekeeper may make no *community* contribution. I feel that some real progress has been made when a woman was sent to the San Francisco conference.

RANSOHOFF: And with very little criticism. I'd like to add, in terms of child care, that the groundwork for democracy must be laid in the homes by parents. Children are plastic, and they can be taught tolerance, and the understanding or frustrations and how they lead to war. Prevention of war really must start with the training of the child in the nursery. Pressure is being brought to bear on education to give more training for home and family life from nursery school through elementary, high school, and college. More trained women are needed to carry on this education. We are prone to turn more and more to schools to assume the responsibilities that were formerly considered the job of the parent—character training, manners, ideals, skills of all kinds, and yet the intelligent person knows that schools in most communities cannot assume aggressive leadership for any liberal thinking. Parents and other citizens must push educational leaders to provide the type of education parents feel necessary.

DYER: Underlying this kind of work is the fact that men and women need to have a better understanding of human behavior, the science of human relations. The home can be the laboratory, with its changing problems, and even parents are beginning to realize that education for parenthood is necessary.

MCKIM: Calls for summary.

SUMMARY: In looking at post-war problems as a group of university women, we are considering squarely what a democratic society should expect of intelligent women, and the responsibilities they should shoulder. It is much later than they think—for themselves and their children. Then, how can they be influential towards correcting injustices and righting affairs? We have considered the home, and its place now, no longer an isolated unit—but one that bears influence constantly of a changing world, and that in turn throws out sparks of its own quality; we have considered the outlook for professional women; and have mentioned some of the practical moves women can make—suggested specific attitudes that are constructive and progressive; and listed positions or volunteer work or actual service on specific boards or community councils. I am reminded of Henry J. Kaiser's remark at a Chamber of Commerce meeting this winter: "I am convinced of the futility of talk. For heaven's sake, gentlemen, do something!" We still are in the stage of talk for the sake of clarification. But we can repeat—for heaven's sake, do something! We must answer the vigorous demands being made upon us, as mature and responsible human beings.

EX-PRIME MINISTER CHURCHILL AT WESTMINSTER COLLEGE

Continued from Page 94

and strength, but did not seem to be as fluent and as forceful as was true of some of Churchill's other speeches as heard by the writer over the radio and remembered over a period of several years.

REFERENCES FOR TEXT OF SPEECH: New York *Times,* March 6, 1945, p. 4. All quotations in this report have been copied from the New York *Times.*

OBSERVER: Dr. Wayne N. Thompson, Assistant Professor of Speech, University of Missouri, Columbia, Missouri.

AFTER-SPEECH: Any report of the Fulton address would be incomplete without some mention of Churchill's brief, apparently impromptu speech acknowledging the receipt of the honorary degree of Doctor of Laws. He appeared to be enjoying himself enormously and delighted the audience with his wit and good humor. At times this speech lacked in fluency and he seemed a little uncertain as to how to conclude, but these qualities added to the impression of spontaneity which so delighted the listeners. Passages that as delivered brought marked laugher were: (1) "Members of the faculty—I am not sure that I may say fellow members of the faculty." (2) These degrees "have a double attraction to me, that they do not require any preliminary examinations." (3) "I was, however, a little puzzled the other day when one branch of the Sons of the Revolution invited me to become a member, on the grounds that my forebears undoubtedly fought in Washington's armies."

UNIFIED DEFENSE SYSTEM

Continued from Page 100, *Column* 2

Any American really concerned about the future of this country is concerned about the top organization for our safety. That we are not done with wars seems evident without argument. Selfishness and aggression are not abolished and justice and good will are not reigning supreme. Let us face facts and get down to business about what our action should be for the future defense of democracy. There is a good debate in this subject without getting lost in the recriminations and accusations bound to crop up concerning lack of harmony and cooperation in the last war.

List of recent references on unified national defense plan:

Forum 105:542-3 F. '46 Needed, a Joint Plan! Nimitz and Eisenhower should write a merger plan. W. Lippmann.

Newsweek 27:50 Ja. 14, '46 Safe America Must Be Founded on Strength. M. V. Pratt.

Reader's Digest 47:29-32 N. '45 Why Army-Navy and Air Must Combine at the Top. B. Lay.

Science Monthly 62:71-8 Ja. '46 What Is National Defense? K. B. Pratt.

62:66-70 Nation's Military Security. M. W. Curzon.

Vital Speeches 12:285-8 F. 15, '46 Despair of Peace; our nation's security. R. C. Harris.

Yale Review c5 n. s. No.. 3:399-414 Mr. '46 American Security and the Atomic Bomb.

REVISION OF LABOR LEGISLATION

The question of strikes and the regulation of racketeering unions and the dire necessity of getting the country back to normal peace production basis are

ever with us. Can reconversion and readjustment be hastened by a sensible revision of our labor legislation which would put the public through its government back in control of strikes and industrial disputes? Must we forever submit to political intimidation and lobbying while the public goes without needed things, because we haven't any resolution or backbone, because we are afraid to step down upon abominable conditions and assert the rights of the people?

Most of us realize that in the Wagner act of a few years ago the government took its first decided step into this realm. That it did not go far enough and curb the unions as well as the managers is also quite evident. Why should it not go the rest of the way and make collective bargaining work under government supervision? Is there really any right to strike in a modern, up-to-date economy, or did such a philosophy or liberty go out with the horse and buggy? Should there be any freedom to do things that harm the public, the body politic or millions of innocent bystanders? How can economic warfare be justified in the face of its waste, its criminal destruction of values, and its deprivation of the buyer in need? Isn't it time to pit the philosophy of the good of the nation and its citizens against the selfishness or misguided interests of the class, or even the justified interests of the class? Why should we insist upon the justice of brute streigth or trial by combat in the face of possibilities for law and justice and orderly procedure?

Our present plight is rapidly forcing America to realize that there is freedom of action and freedom of action that is not freedom but tyranny and betrayal. Isn't it about time we had the courage to do something about this industrial warfare and hopeless chaos in production? That is the thinking behind the topic calling for a revision of the labor legislation of the country in order to control all the factors in strikes and industrial disputes. A new statement was sought because we are all sick and tired of the old phraseology involved in a discussion of compulsory arbitration. Besides, we just debated it recently and discovered that so many things were wrong in our situation that a new statement of the labor question was needed. Is this the right statement? Will it give power enough over the unions and provide a system of dealing with strikes? It's worth a trial anyway. This shouldn't be a bad question and should be a reasonable statement of the problem.

List of recent references on labor legislation:

Business Week F. 9, '46 P. 76 Case Bill Pushed.
p. 10 Ja. 26, '46 Which Strike Bill?
p. 17-19 D. 8, '45 Truman at Grips with Labor; proposed fact-finding machinery.

Christian Science Monitor p. 3 Ja. 12, '46 New Wagner Act? America has the constitutional authority to replace the strike. N. E. Gaskill.

Congressional Digest 24:264-5 N. '45 Proposed Changes in the Fair Labor Standards Act.

Colliers 116:15 O. 27, '45 End Labor Wars Too; proposed federal industrial relations act.

Congressional Digest 25:43 Ja. '46 How State Laws Regulate Labor Unions.

New Republic 115:5 F. 11, '46 Congress and Strikes.

Saturday Evening Post 218:100 Mr. '46 Anti-Strike Laws Miss the Point.

Survey Graphic 36:72-5 Mr. '46 Strikes and Public Policy. W. M. Leiserson.

U. S. News 20:39 Ja. 25, '46 New Labor Legislation.
20:73-5 F. 15, '46 Anti-Strike Bill's Sponsor.
20:38-40 F. 8, '46 Hunt for Anti-Strike Formula.
20:30-1 F. 15, '46 Mediation as Strike Law Basis.
20:36 F. 15, '46 Strike Controls in House Bill (Case Bill).

Vital Speeches 12:82-4 N. 15, '45 Federal Labor Relations Policy. Ball, Burton, Hatch bill.
12:186-90 Ja. 1, '46 Labor and the Responsibility of Congress; speech by E. H. Moore in U. S. senate Nov. 8, 1945.
12:15-18 O. 15, '45 How Can Our Government Fulfill Its Primary Duty? D. R. Richberg.
12:130-2 D. 15, '45 Settlement of Industrial Disputes; legislation program proposed; message to Congress Dec. 5, 1954. H. S. Truman. Same in Cur-Hist. ns. 10:69-73 Ja. '46.

SOCIAL SECURITY

Few of us know anything about social security unless we have a number and pay out for it. So we don't quite know whether we want it to apply to us or not. Here is a good chance to study into the question and find out. The general attitude has been that all these social things are fine if we could afford them, but must we depend upon government for everything! How inclusive is social security? Could it include accident and health insurance as well as old age pension? Does it cover employers' liability? Just what is intended in this subject anyway? It might be well to read up and find out.

If social security means piling up a lot of money for government boondoggling and extravagance, it could become one of the worst fiascos in history. It could end up in bankruptcy and confusion worse confounded. If handled as wisely as insurance is handled and regulated, maybe it would become a first class protection to the average citizen.

No one has satisfactorily proved this question out either way. It should be a first-class debate over whether we are ready to accept this paternalistic attitude on the part of government or whether it is the essence of democracy to look after ourselves. Can we do that successfully under the present situation in American industry, or has the time come for the government to accept responsibility for its own citizen? The remarkably large following the old age pension idea has attained shows that many people believe that our system does not offer the average man a chance to protect himself in life, that he must be protected against a system that is too severe, too powerful, and too over-

whelming for him. There is the question also of how just it is for government to give social security to one class of citizens and neglect to do anything for others whose claim on government assistance is just as pressing.

Studying this question as a debate subject might also reveal why it is such a favorite proposal with candidates. Dewey introduced it into the last presidential campaign, Governor Warren of California made quite a stir about it, and now Harry S. Truman has been talking about it before the quadrennial race begins. Possibly there is a good debate in this proposal.

List of recent references on social security:

Amreican Journal of Public Health 35:1287-91 D. '45 Background of Current Trends in the Relation of Public Health to Medical Care. M. Ferris.

36:160 F. '46 New York Academy of Medicine Reviews President Truman's Health Message.

36:276-80 Mr. '46 Nation's Health; president's message and bill now before Congress compared with A. P. H. A. program.

36:62-4 Ja. '46 Justice and the Future of Medicine. W. Berger.

Business Week p. 197-8 N. 24, '46 Health Service; group medicine. Programs.

p. 38 N. 24, '45 Clinics Prosper; future of group medicine.

Christian Science Monitor Mag. p. 3 F. 9, ' 46 Pitfalls in Compulsory Health Insurance. E. W. Wilson.

Journal of Home Economics 38-90 F. '46 What Is Socialized Medicine? Distinction between state medicine and health insurance. A. J. Altmeyer.

Nation 162-182 F. 16, '46 House Ways and Means Committee Is Preparing Revisions to the Social Security Act.

Newsweek 27:66 F. 11, '46 For the Non-Secured.

Newsweek 266:84 D. 17, '45 It's Socialized Medicine All Right, Says A. M. A. of Truman Proposal.

Parent's Magazine 20:20-1 N. '45 How Shall We Pay for Health? B. P. Brodinsky.

Quarterly Journal of Economics 60:136-53 N. '45 Old Age Reserve Fund Is Not Illusory. G. B. Robinson.

Survey Graphic 85:83-4 Mr. '46 Basic Issues in Social Security; weaknesses in the system and proposed remedies. J. J. Corson.

84:412-13 O. '45 When Doctors Disagree; future of medical care in America. M. M. Davis.

Vital Speeches 12:98-102 D. '45 Compulsory Medical Insurance; national health program. message to Congress. Harry S. Truman. Also in American Journal of Public Health 36:89-91 Ja. '46.

Yale Review 35:No. 3:385-98 Mr. '46 Medical Services of the Future. T. Parran.

PI KAPPA DELTA PROPOSALS FOR NEXT YEAR'S DEBATE PROPOSITION

Educational

Universities and colleges should abolish fraternities and sororities.

We should adopt a policy of compulsory college attendance with military training instead of compulsory military service.

The elementary and secondary education systems of the United States should be reorganized under federal supervision.

Labor

Strikes as a method of settling labor-management disputes should be outlawed.

The United States should completely remodel its labor legislation.

Federal government should be empowered to draft strikers engaged in strikes detrimental to the national welfare for service in the armies of occupation.

National Defense

The armed forces of the United States should be maintained by conscription in peace times as well as war.

The armed forces of the United States should be combined into a single unit.

The United States should adopt a policy of compulsory training.

The UN should have complete control of island bases.

The UN should be given the power of international conscription.

United Nations Organization

The United Nations organization should be developed into a genuine world government with power to enforce peace.

The veto power in the UN Security Council should be done away with.

The nations of the world should be called together in a disarmament conference.

The UN should be given greater powers over armaments, communication and trade.

The UN should have complete control of island bases.

The UN should be given the power of international conscription.

Atomic Energy

The information about atomic power should be shared with all nations.

Civilian, not military, authority should control the use of atomic energy in the United States.

War and Peace—The Occupation

The occupation of Germany, Italy, and Japan should be terminated within three years from V-J day.

Domestic Policy

The legal age for both men and women should be set at 18 years.

The states should adopt laws providing for socialized medicine.

The centralization power in our federal government is dangerous to the best interests of the people.

The immigration laws of the United States should be liberalized.

All public utilities should be placed under the control of the federal government.

The government should adopt a full employment policy.

The federal government should force the repeal of all state laws that discriminate between the races.

Th industries of the United States that employ more than 100 persons should be nationalized.

Democracy in the United States can be preserved only by increased government control of industry, labor, agriculture, and finance.

The president of the United States should be elected by a direct vote of the people.

All salaried incomes should be stabilized by law.

Price control should be abolished.

Anglo-American Alliance

The United States should join with Great Britain to carry out the policy suggested by Churchill in his Fulton, Mo., speech.

The proposed loan to Great Britain should be approved by Congress.

The United States should avoid such close diplomatic alliances with Great Britain as would result in the exclusion of mutual cooperation with other world powers.

WHY NOT HOLD YOUR OWN TOURNAMENT?

Continued from Page 111, *Col* 1

programs around yours, rather than vice versa. When the date is determined, send it in to this magazine so it can be published. This will let other schools in the vicinity know what you're planning.

Write up a complete set of tournament instructions, together with an invitation, and send it to all the schools near you who might be interested. Mimeograph is good for this sort of job. Sample tournament instructions have been published many times in debating books; see what your library has to offer. (Example: "Competitive Debate", Musgrave, H. W. Wilson Company, New York, 1945, pgs. 38-42). Send a copy of the instructions to the *Debater's Magazine;* there may be some features of the tournament in which others will be interested.

Meanwhile, arrange for classrooms and, if necessary, sleeping rooms. These things are not half as hard to provide as might be supposed, since most people are willing to help out on such a project for a weekend.

Don't wait until fall to get this work started; the invitations should be out two months before the tournament if you expect to have a really good one. The tournament instructions and many of the preliminary arrangements can be made during the summer. The invitations can be mailed as soon as school opens.

Once the tournament has been held and its success proved, it will be well on its way to becoming an annual feature. G. M. M.

WHAT SHOULD WE DO IN THE FIELD OF PUBLIC ADDRESS?

Continued from Page 111, *Column* 2

terested in all that is necessary for a long drawn out successful debate season. Perhaps they will be willing to forego the thorough training in research methods if they can gain as an alternative the stimulus of coming to grips with a problem of the moment in a real situation while it is white hot.

Personally, I feel we of the Speech Department can do a valuable piece of work if we spend a part of our time and energies in creating or helping to create a larger number of speaking opportunities for our students. Through Speakers Bureaus perhaps, we can place students in speaking and debating situations. We can develop discussion situations. I don't know how it has been on other campuses, but with us too many of the discussions have been arranged by other departments, while we in speech were asleep to the opportunity.

In short, I think our war-time motto "Fight, work, give—make democracy live" may be a battle cry for us.

THOMAS C. TRUEBLOOD

Continued from Page 103, *Col.* 2

speech in their educational institutions. In 1929-30 he made a trip to South Africa and made several addresses.

With Professor Fulton he entered the textbook field and did what he could to advance speech in this field. He was one of those interested in founding the National Arts association in 1892, and was at hand in 1916 when the present Speech Association of America was founded. He was twice president of the old Speech Arts association and was instrumental in its affiliation with the present association in 1916.

Professor Trueblood's career at Michigan is one long recital of activities, new movements, and honors. He was interested in everything and became quite distinguished in the development of golf. He even invented college yells for the students. At the time of his retirement from the headship of the Department of Speech at Michigan in 1926, there were 46 colleges and universities where his students were teaching speech, several of them as heads of the work. This will give some idea of the great influence and foundation work this man has contributed to his chosen profession.

That he was an excellent coach is very evident: Seven of the first eight winners in the Northern Oratorical league were his men. One series of debates ran to 12 victories before Michigan was defeated. Such men as Borah, King, Vandenberg, Wheeler, Ashurst, and many other prominent Congerssmen, cabinet officers, judges, governors, and bishops learned about speech from Professor Trueblood. His influence did much to make speech what it is today—a straight forward, earnest delivery of mens' best thoughts.

News Notes and Personals

BATES DOES IT AGAIN

International debating is being revived. Bates college is sending a debating team to England and Scotland next October. The National Union fo Students of England and Wales and the Students Representative Council of Scotland are arranging for debates, but the complete schedule will not be certain until late in the summer. The universities of Birmingham, Cambridge, Leeds, London, Manchester, Nottingham, and Oxford in England have invited the Bates men to debate with them, and the universities of Aberdeen, Edinburgh, Glasgow, and St. Andrews and the University college at Dundee in Scotland have also asked to be included on the tour.

The Bates men to make the trip are both veterans who have returned to finish their interrupted work at Bates. Edward P. Dunn of Northampton is a member of Delta Sigma Rho and Phi Beta Kappa who debated for Bates before the war. Norman J. Temple of Rahway, N. J., is a member of Delta Sigma Rho who was selected as the best speaker in a freshman tourney at Dartmouth when he was a freshman at Bates before the war.

Bates college held the first international debate with the Queens college of Canada in 1908 and the first debate with British students by a trip to Oxford in 1918. The next year Bates arranged for the first Oxford team to come to this country. Since then there have been hundrds of these exchanges of opinion on the controversial topics of the day between the students of different countries. In 1925 Bates sent a second team to England and Scotland, and in 1928 their team made a trip around the world with debates in Hawaii, New Zaeland, Australia, South Africa, and England. Several teams have come to the United States from England, Scotland, Germany, Australia and New Zealand. The Universities of Hawaii, Porto Rico, and the Philippines have exchanged debates with colleges on the mainland. Perhaps this revival by Bates college will start another cycle of such debates.

J. D. Davis, formerly debate coach at Glendale J. C., Calif., is now directing the College Theatre at Michigan State, East Lansing. During the war Mr. Davis served as supervisor of personnel for the Lockheed Aircraft Corporation.

Orville Johnson, after serving eight years in speech at Earlham College, has recently been made dean of men at that institution. He will still carry some classes in speech.

Prof. Donald G. Bryant, sponsor of the chapter at Washington university, St. Louis, is editor of the Missouri Speech News.

WESTERN SPEECH ASSOCIATION MEETING

For the first time since the war so inconsiderately halted all conventions and professional meetings, the Western association got together at the Hotel Roosevelt, Hollywood, April 18-19.

President Alan Nichols graciously yielded the gavel at the various sessions to the presidents of the Western, who had held office in the interim when no conventions except limited local meetings could be held. All of these officers beginning with T. Earl Pardoe of Brigham Young university and ending with Earl Wells of Oregon State were present except Horace G. Rahskopf of Washington university. Franklin H. Knower was the guest speaker from a distance, traveling out to the coast from the University of Iowa for the occasion. The secretary, Wilson B. Paul, traveled the second longest distance to attend the convention.

The convention came to order at 2 p. m. Thursday, April 18, in the Aviation room of Hotel Roosevelt. The first session, presided over by Earl W. Wells, was devoted to speech correction with Lee Edward Travis as the principal speaker. At the end of his address Mr. Travis permitted the chairman to allow a forum or question period and this developed into a very lively discussion as Mr. Travis had taken the liberty to revoke his earlier and published stand on causes of stuttering and had set forth an entirely new position in which the cerebral dominance theory and left handedness were discarded.

At 3:30 the convention divided into a session on drama and a session on persuasion and forensics. The latter, which the reviewer attended, was a panel discussion presided over by Leland Chapin of Stanford university. On the panel were W. Arthur Cable of Arizona university, Wallace Dahlberg of Oregon university, Irene Sage Peters of Pasadena Junior college, Ted Hatlen of Santa Barbara State college, and E. R. Nichols of the University of Redlands. As might be expected from this group a great deal of difference of opinion resulted in the attitudes toward inter-collegiate forensics. Mr. Dahlberg and Mrs. Peters voiced the dissatisfaction with debate and oratory, and Mr. Nichols and Mr. Hatlen took issue. Mr. Hatlen as a pupil of Mrs. Peters stood up for her work on oratory, which Mrs. Peters expressed doubt about and stated simply that she didn't think "contests in oratory did any good." The chief bombshell in the session was over what constitutes propaganda and how debaters could be protected from it. Mr. Nichols didn't think there was any protection and gave examples of students and teachers under the influence of propaganda. He cited the debate of the moment in the newspapers over continuing the OPA price regulation as a fine ex-

ample, stating that "truth is what you believe and propaganda what the other fellow believes." There was quite a discussion over his injection of pacifism and C. O. sentiment on many campi as good examples.

The association banquet followed, and was in turn followed by the radio show, *Noah Webster Says,* at the NBC Hollywood studios. Prof. Charles Frederick Lindsley read several poems at the dinner and took his regular place at the radio show with a volume of Noah Webster's distinguished word book before him. At the radio show, "Pardoe of Provo" was the real star as he waded through the questions without a single mistake, and with the added weight of authority and detail the program planners hadn't even dreamed of themselves. He gave the convention its proudest moment.

The Friday morning sessions dealt with radio and speech correction.

The luncheon was the final session, presided over by Professor Pardoe, with Franklin H. Knower the principal speaker. He talked mainly of trends in education and their effect upon speech. A business session was held when the gavel returned to Dr. Alan Nichols. The chief matters acted upon were the report of the committe on the place and date of the next convention. Professor Wells spoke for the committee recommending San Francisco as the place, and later came out strongly for the Thanksgiving date as the time. Both were finally adopted by the convention. R. D. Mahaffey was chosen as coordinator of the convention contests which will probbaly mean that both college and high school tournaments will precede the fall convention. Mrs. Mabel Farrington Gifford was chosen to head the organization this coming year. Mrs. Gifford is the state speech correction superintendent. Alonzo Morley of Brigham Young university was chosen to succeed Wilson B. Paul as secretary-treasurer. W. Norman Freestone was chosen to continue the editorship of *Western Speech.*

SOUTHERN SPEECH CONVENTION

Ed. Note—From The Speaker of Tau Kappa Alpha we quote Dr. Wilson B. Paul's report on the Southern Speech convention which he attended as a guest speaker on "The Integrated Course in Communications."

Robert B. Capel, president of the Southern Association of Teachers of Speech and a member of the TKA, is to be congratulated on the instructive and inspiring program which he and his program committee planned for the Atlanta meeting of the Southern Association Teachers of Speech, March 21 to 23, 1946. In addition to the many well known speech authorities of the south, there were six guest speakers on the program from other areas of the United States.

Dr. W. Norwood Brigance, president of the Speech Association of America, gave two inspiring lectures: "A Teacher's Heritage," which was received with great enthusiasm, and "Special Considerations in the Teaching of Public Address." Tau Kappa Alpha members would be especially interested in Dr. Brigance's discussion of public address. He pointed out that there are four important aims of public address which we should consider. These aims are:

1. To attain common sentiments, not common beliefs.

2. To keep the public concerned with new problems, because the printed page is too slow.

3. To say something when speaking in order not to waste the people's time. Dr Brigance maintained that speech is to water and cultivate ideas, not to change them suddenly and drastically. The stability of the world cannot be moved by just any good speaker.

4. To teach the student of public speaking that he must earn his right to consume the time of others.

Prof. C. E. Densmore, head of the Department of Speech, University of Michigan, gave a practical talk on "Teaching Public Speaking to Adults." The rapid-fire series of questions which came from the audience was indicative of the interest in his talk.

The remainder of the guest speakers appeared on the panel, chaired by Dr. Claude M. Wise of Louisiana State university. This panel consisted, first of a "Report of the Committee for the Study of the Status of Speech Training in the High Schools of the South" by Prof. Paul L. Soper, faculty sponsor of the University of Tennessee chapter. The second part of the panel consisted of a report of progress on communications courses in the United States; Dr. Claude L. Shaver of Louisiana State university, on "The Trend Toward Courses in Communications"; Dr. Franklin Knower, University of Iowa, on "Communications Courses and Speech Education"; Dr. Paul D. Bagwell, Michigan State college, on "Teaching of the Communications Skills"; Dr. Wesley Weksell, Stephens college, on "The Evolution of Communications Division"; Dr. Wilson B. Paul, University of Denver, on "The Integrated Courses in Communications."

Dr. T. Earle Johnson, TKA, served as chairman of the panel on Radio in Education, and Dr. Dallas Dickey, TKA, Louisiana State university, conducted a symposium on "Rhetoric and Public Address," including the use of audio-visual aids. Other interesting sections of the Southern association meeting included drama and speech in the elementary schools, and a reading hour. The fraternity should be very proud of the leadership which members of Tau Kappa Alpha gave to the Southern association convention. George Totten, TKA, of Southwestern and Executive Secretaries association, amazed many of his friends and colleagues by being trusted with the finances. He looked as prosperous as ever.

Preceding the convention the Southern association sponsored a speech tournament and student congress for high schools and colleges. Prof. Charles C. McGlome of the Baptist Theological seminary served as director of the tournament. Tau Kappa Alpha plaques were awarded to the winners.

Winning Student Speakers

OUTSTANDING SPEECH STUDENTS

With this issue we begin another of the special departments we shall feature from time to time — the careers of outstanding speech students. In beginning this issue new feature, we present Juadina Brock—now Mrs. Stallings—of Southeastern Oklahoma Teachers' college at Durant.

We enumerate some of her victories and accomplishments during her college career to give an idea of the strength of her work and the outstanding nature of her career.

1. Debate. With her colleagues she has won first place in five major tournaments, tied for first in three others. They are: Two victories in the Mid-South; two in the Southern Association tournament; three in the Province of the Lower Mississippi of Pi Kappa Delta; one in the Savage Forensic tournament.

2. Individual contests: Oratory, extempore, impromptu, poetry reading, book review, story telling, public discussion, after-dinner speaking and others she has won 14 firsts, 11 seconds, and three third places in the tournaments mentioned above in addition to her debate victories.

3. She has won the distinction of being the highest rated or outstanding speaker in the women's division in four tournaments and outstanding woman debater in two.

4. She was awarded special distinction in two sessions of the Student Congress of the Southern association and was chosen speaker of the Congress at Atlanta in 1946.

5. In a tournament at Ada, Okla., last fall Miss Brock entered nine individual contests and took first in three, second in two, and third in one—a total of high positions in six out of nine.

Miss Brock married recently a member of the Naval Air corps and is now Mrs. Stallings. She and her husband are members of the Baptist church and are active in several clubs. They plan to enter Baylor university together next fall, and Mrs. Stallings will study law at Baylor after majoring in speech. Her husband will major in physical education as he is a prominent athlete.

Juadina Brock Stallings

RAYMOND GREW

The Lewis and Clark high school of Spokane, Wash., enjoyed a pleasant Radio-Speech interlude when one of their students, Raymond Grew, was chosen to be one of eight finalists in a Town Meeting forum March 14 at St. Louis, Mo. This nation-wide contest was sponsored by Our Time magazine, the Town Meeting, and the American Broadcasting company. Being picked from about a half million high school contestants as one of eight finalists was quite an honor, and involved a nice trip for young Mr. Grew and his high school, and its speech coaches were quite justly proud of his achievement. From all accounts reaching us young Raymond did an excellent job when he appeared with three other high school students on a program with two adult speakers discussing the influence of the movies. The Lewis and Clark high school seems to have had an extremely successful season in debate and forensics this year. The coach is Professor W. B. Graham.

THE MODERN MIDAS

Continued from Page 92

Mammon and thrown the money-changers from the temple of American democracy, the golden blight will pass away. Then will America heed again the voice of humanity. Upon the bleeding hearts of the poor she will sprinkle the healing waters of kindly understanding. If social classes are inevitable, the leaven of Christian justice will remove all friction between them. Anarchy and sedition will pass away when we remedy our social injustices and make this nation once more the "Land of the Free". America, freed of the money lust, will stand again, the Champion of Humanity, the Defender of Democracy and the Herald of a new day of Freedom for all Mankind.